

# School Activities

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## HOW WE DO IT

## SCHOOL CLUBS

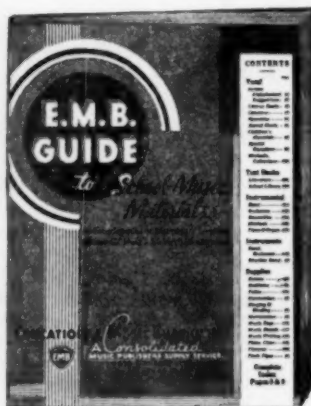
## STUNTS AND PROGRAM MATERIAL

## PARTIES FOR THE SEASON

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# School Activities

## The National Extra-Curricular Magazine

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## As the Editor Sees It

In an October editorial we suggested that the secondary schools retain The National Honor Society, The National Junior Honor Society, and The National Athletic Scholarship Society and discourage cheap imitations. There are other national organizations, such as The National Thespians and The National Forensic League that are worthy of places in the school and this statement does not mean that they should be excluded. They are, of course, not imitations, either cheap or otherwise, of any school organization. We stressed those mentioned above because all three are sponsored by The Department of Secondary School Principals.

The method most widely used, at the present time, of gaining publicity—charging schools with teaching Communism.

"Gyp jewelry" (light in weight and short in gold content) is a common designation of school rings and pins. Superintendent J. Roy Jackson, of Beaver Falls, Pennsylvania, has prepared specifications which become a part of all contracts for class jewelry. A fine idea.

The "interview" type of assembly, mock-radio, or radio presentation, in which famous characters are interviewed, represents a most natural and intriguing educational device. The Office of Education, Washington, D. C., now has six scripts ready for distribution, together with appropriate suggestions for production, theme music, bibliographies, etc. More are in preparation. Students and teachers can write these interviews themselves; and they can reflect every subject, interest, and activity in the school. There is no end to the possibilities.

Another fine standard magazine has invaded the school with a plan whereby students sell subscriptions and so help to finance their activities, libraries, P-T Associations, etc. Perhaps this plan is a little more dignified than selling soup, peanuts, scrap-

iron, and rags—but not much. Let's resist all such cheap, inadequate, slipshod, and unjustifiable methods and bend our efforts towards more sensible and logical financing. If these activities are worthy they should be financed by the board of education; if not worthy, they should be eliminated.

"School Strikers Routed by Gas," ran the headline of a recent newspaper article describing a student strike caused by the transfer of a favorite teacher. Perhaps it is to be regretted, sometimes, that we do not have a News Censor; maybe an Administration Censor, a Student Censor, and a Parent Censor would also help on occasion.

About 400 English schools have "adopted" ships which they follow about the world, thus making history, geography, economics, and other subjects applied and practical. The exchange of correspondence between schools and ships represents an interesting part of the project. If this is profitable there, why shouldn't it be here?

The Bloom Township High School, Chicago Heights, Illinois, regularly distributes a mimeographed "School News", containing helpful information designed to acquaint the public with its school, to parents and patrons. Why not more of these support developers?

Students in a certain sectarian college are not allowed to dance, smoke, attend the movies, turn in fire alarms, wear high-heeled shoes, sleeveless dresses, fancy hats, rouge, lipstick, or jewelry. The dining room serves no meat, pepper, tea, coffee, or spices; the library contains no fiction; the infirmary uses no drugs and little medicine. No dramatics are produced and no organized games or sports are provided. What a training for membership in a modern society!

Why not include, probably for February, a "Father-and-Son-Week" in your year's schedule?

*School Activities*

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# How Do Your Yearbooks Grow?

RAOUL HAAS

**S**PONSORS of yearbooks do not agree with Byron that: "A book's a book, though there's nothing in't," yet they do admit that this characterizes too often the high school annual. The results of a study of current practices in year-book publication in secondary schools reveals that intense effort and critical revision is necessary to prevent a continued production of annuals with "nothing in't."

Twenty-five Illinois secondary schools with an enrollment of 1,000 or more students were requested to cooperate in the study. (1) While absolute reliability is not obtainable in a sampling of so few schools perhaps enough evidence has been gathered to give us a fairly complete picture of the activity in practice.

"What is being done by your yearbook staff? Does your annual grow, or is it printed year after year only for tradition's sake? These were the fundamental points on which a questionnaire was based to determine the status of the yearbook as a justifiable activity. The study, it is hoped, may be used as a diagnostic measure for the improvement of the yearbook.

The questionnaire was composed of forty-one questions to be answered by the editor, business manager, and staff of the annual. Three fields were covered: (1) the editorial, requesting the name of the year book, the number of students composing the staff, methods of staff appointment, the use of handbooks and other material in the production of the year book, the number of pages, type of sections, illustrations and photography; (2) the financial, covering the budget, the financing of the annual, the total cost, and cost per copy to the students; and (3) the educational, and aims of production, methods of maintaining the interest of the entire school, and an estimate of the value of the publication to the students.

Advocates of extra-curricular activities cannot but be disappointed at the findings: (1) aims and attitudes toward the yearbook as an activity of definite educational value are widely divergent, (2) accepted standards concerning the yearbook as an activity for the entire school are being flagrantly violated, (3) and efforts on the part of the editor and sponsor to improve the quality of the annual are being given small consideration.

One of the problems which we must face is that of continuing to foster those activities which

have little educative value. Perhaps the data presented will suggest several means of attaining Meyer's dictum: "The annual forms the historical expression for student life. As far as student interest is concerned it is perhaps the most important form of publication." (2)

Let us consider first the data supplied by the cooperating student editors. It is interesting to note that the year book in the secondary school is edited by girls on a two-to-one ratio throughout the survey. Boys, on the other hand, hold almost undisputed the position of business manager. Two schools report girls in this capacity, and one places the financial responsibility in the hands of the adviser.

When one considers that none of the schools participating had a population of less than 1,152 students, it can be only too evident that a yearbook staff averaging twenty-two members (range: 11 to 41) is not representative of the entire school. While it is obvious that a group as large as forty-one can in no way function as easily as a small group in the handling of the routine duties of preparing the material for print, there is no reason why each student in the school cannot feel himself responsible for some part of the production of the yearbook should he care to participate. Five schools select students for positions on the annual staff by appointment of the sponsor. One editor replying, states: "Appointed by sponsor with approval of high school principal," and with this all extra-curricular authorities will be in high accord. One school elects its staff, one demands previous experience, and two permit interested students to "try-out."

The fact that the year book has come down to the secondary school from the colleges and universities, where in the latter institutions it has evolved from the magazine, prompted inquiry as to whether any monetary compensation was given the editor and business manager for their part in producing the annual. In no school was any remuneration paid the producers. The payment of money, at any rate, for services rendered is still entrenched only in the university.

One solution to the problem of making the publication of the yearbook sounder educationally, would be the use of the library. Five schools report that they use no source material of any kind, one uses a handbook furnished by the engraver, one the *Quill and Scroll Magazine*, and

one *Writing for Print*. Four editors use *The Scholastic Editor*. (3)

The average bulk of the secondary school yearbook is 143 pages. (Range: 75 to 210) The sections, and the number of times reported, are: Activities, 8; Faculty, 7; Athletics, 6; Classes, 6; Features, 4; Seniors, 4; Advertising, 3; Humor, 2; Juniors, 1; Sophomores, 1; Patrons, 1; and Scenic, 1. This is a wide range and it would seem that the entire school might well find something of interest among them. Unfortunately, the senior class and its activities yet seems to be the theme of most of the annuals, and because of this inequality of representation, editors report that lowerclassmen show less interest in the yearbook in a ratio of two-to-one. "The annual is a senior activity," reports one editor. Another, "They (lowerclassmen) come to us from junior high school and are not acquainted with the value of an annual."

There is one phase in the production of the yearbook, however, which will meet with approval by all extra-curricular advocates. Opportunity is given for self-expression and creative work. All questionnaires but one indicate that the students do all of the illustrating; pencil drawings, wood block prints, and color plates. At the Belleville Township High School the Camera Club has charge of all the photographs and snapshots used in their annual. The portrait work for the yearbook is in other schools done by professional photographers, the students caring for informal kodak pictures.

"We have discontinued the annual because we feel that it is a waste of time and money," one adviser reports. Certainly, an average total cost of \$1,629 is a large sum of money to be spent on an activity that has not fully justified itself. (Range: \$850.00 to \$2,000.) Business managers report that the cost of year book publication in their schools is met by subscription, advertisement, individual sale of the annual, and through revenue from plays, festivals, and athletic events. Only one school reports the use of the activity ticket. Whether it is wise to spend so great an amount of money is a moot question. It is particularly doubtful whether money collected from one activity should be used to finance another. The average cost of the annual per copy to the student is \$1.48. (Range: .75 to \$2.00) Several business managers report that the merchants of their towns do not advertise willingly. The annual section may be headed: *Patronize Our Advertisers*, but the return from year book advertising is negligible according to business men with whom the writer has spoken. In only one instance does a business manager report an annual deficit. This may be due to faulty budgeting but is in itself

enough to make the activity supervisor of the school wary of continuing the publication.

It is interesting to observe that the educational values of the yearbook are very little in accord with the aims advanced by McKown, Meyer, Fretwell, and others. Yes, the editors report, the annual interests the entire school, the annual does serve to acquaint the community with the school. And, in the next instant to state, fewer lower classmen show an interest in the yearbook than do the upper classmen, for: "Don't get individual pictures;" "It is a senior activity and lower classes are slow in taking part in school activities;" or "Probably not so much represented."

In the long run, most of the work falls to the editor and business manager, four schools report, and one school is not certain that this is not the case. This may be the fault of the adviser but is more likely due to lack of interest on the part of the staff members who must follow the editor's plan without much voice.

What are student editor's aims in producing a yearbook? "To give seniors a record of which they may be proud," one school reports. This is certainly a condemnation of annual publication as a vehicle for educational value in this particular school. "To compile a record of the school activities of the year that will be treasured by the purchasers in years to come; to advertise the school in the present," is more nearly the value of the yearbook as expressed by McKown and others. "To produce a memory book of the school year which shall be completely representative and please both administrative and student body." "Public demands it." "Reflect the school; give graduates a complete record of school days." "A school record for the year giving such information as the public can use," etc.

But what of the schools reporting that they do not publish a yearbook? "We have discontinued the annual because it . . . is an unwarranted burden upon the adviser, merchants, and students, and wholly lacking in educational value. We are printing our activity pictures from week to week in the newspaper where we feel they are of real value in promoting extra-curricular activities and in advertising the school. A special survey edition of the newspaper in June sums up the year's activities."

The use of the newspaper to supplant the expensive yearbook seems to have many advantages. There is greater opportunity for student participation, the cost is considerably lessened, a complete file of the newspaper can give a more complete record of the history of the school year. Eight editors report, however, that they do not believe a graduation issue of the school newspaper could

replace the annual. "I have yet to find anyone outside of the librarian and the school paper staff who keeps copies of the school paper," one editor observes.

There have been many issues raised in our analysis of the yearbook. Perhaps the most significant, those most in need of solution, are: (1) shall we continue an activity of doubtful educational value? (2) Why is the yearbook not of vital interest to the entire school? (3) Why are so few students given the opportunity to participate in the production of the annual? (4) The year book is expensive: what can be done to decrease the cost?

The solution, of course, rests with the particular school in which the problem arises. Might not a searching examination of the yearbook status in each school reveal many defects that could be easily corrected? The following suggestions may be of value in administering your diagnostic test: (1) Is our yearbook so conceived that it may best interest the greater number of students? (2) How may we achieve variety from year to year? (3) Does the desire for a yearbook come from the students?

If the yearbook does not grow from year to year, if the above issues cannot be met, achieved and surpassed, we may only conclude that the annual has no educative value, no place in the extra-curricular activities, and should be discarded with other false and hoary traditional practices.

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- (1) The twenty-five schools selected to figure in this survey were on The North Central Association list of approved secondary schools as of July, 1935.
- (2) Meyer, Harold D. "A Handbook of Extra-Curricular Activities in the High School." p. 225.
- (3) See bibliography appended for helpful material in this respect.

## Students Rate Themselves

GEORGE D. SMALL

Dean of Men and Personnel Director, Kansas State Teachers College, Pittsburg, Kansas

WHAT personality traits do college students need to develop if they are to grow into leaders who will be respected and admired by fellow students and teachers? This is a question which a group of college students who were interested in making an objective study of personality recently undertook to answer. They sent questionnaires to over three hundred student leaders in ten representative colleges of the Middle West. Here is their composite of the perfect personality.

1. He is continuously cheerful and optimistic—

that is, he maintains an evenness of disposition on all occasions. This does not mean that his cheerfulness and optimism is of the Polyanna type, but it is a "fact facing" sort of optimism which gives him an insight as to when to be serious. It was pointed out that youth, especially during the depression years, are likely to destroy their natural tendencies toward optimism with an attitude of cynicism and hopelessness.

2. He is physically attractive—that is to use a term of James Horton Cooley's, "He must have winning as well as compelling powers."



3. He is neat and careful about his dress without being conscious of this fact. In this respect he is conservative rather than flashy.

4. He has a distinct sense of humor. He can stand a great deal of "kidding" and can laugh when the joke is on himself. In the parlance of the campus, "he can take it."

5. He is enthusiastic and energetic—always doing. But, he always has these qualities under control and directed toward some purpose. His enthusiasm should not lead him to be boisterous or noisy.

6. He is usually a good conversationalist with a varied vocabulary which he uses easily and naturally. He is usually clever in repartee and responds quickly to the remarks of others. These warnings seem to be in order at this point: (1) He is careful that use of slang and too frequent conversations with students in their "own language" does not lead him into bad habits in the use of grammar, (2) He avoids talking down to students just to make an impression, (3) He does not mistake sarcasm for repartee. No one is ever justified in hurting another's feelings with sharp words, and (4) He avoids monopolizing the conversation. Being a good listener is just as much a part of the art of conversation as talking.

7. He possesses a marked degree of self-confidence, but is never over-bearing or dictatorial. He does not swagger, and he refrains from boasting.

8. He is a good mixer—meets other people easily and naturally. He contacts many people and has a knack for remembering names. This does not mean that he avoids deep and lasting friendships.

9. He is courteous and considerate of others. (The group making this study found this trait to be one of the most outstanding weaknesses of modern day young people.)

10. He is resourceful and imaginative.

11. He is adaptable—that is, he responds readily to the moods of other people. He is thoroughly tolerant to their ideals and opinions although not solely to make himself agreeable just for the sake of being a good fellow.

In compiling this list of personality traits the students making the study added a list which they termed character traits. These character traits they felt were "plus" qualities which many students who have outstanding personalities are inclined to neglect. They are qualities which bolster the personality traits and gives the leader "wearing power." These traits are as follows:

1. He is scrupulously honest and fair in all of his dealings with his fellow students. He is fair in the classroom and other situations demanding honesty—especially in situations where he is the

sole judge of whether he is being honest or dishonest.

2. He is loyal to his friends. He refuses to gossip or say things which may prove harmful to fellow students.

3. He is self-controlled—seldom loses his temper.

4. He has poise which is born of an inner control and reserve.

5. He has courage to stand by his convictions even though he is persecuted for it. He refuses to be a drifter just for the sake of being popular. But, he is not obstinate and intolerant. He uses tact in trying to explain his differences with others.

6. He is patient, but not to the degree that he uses this quality as a subterfuge or an excuse for not performing his duty.

7. He is unselfish and shares readily with others.

8. He is conscientious and sincere, realizing that responsibility is not to be taken lightly no matter how menial the task may be.

9. He demonstrates his consideration for others by being punctual in meeting appointments.

10. He is sympathetic and possesses a warmth and understanding that gives him a deep concern for the welfare of others.

11. He is reverent toward every fact of life.

Probably no college campus ever developed a student leader who possessed all of these qualities but many students who have developed them to some degree. They represent a goal to strive for. It is important to grasp the fact that everyone of the qualities mentioned here can be developed. Select one trait—self-confidence—to serve as an example. How can a student develop self-confidence in the classroom or when he faces a group of students in a student council meeting, or any number of situations with which the student finds himself confronted almost daily? Is it not largely a matter of preparation? A student attends a class session without preparing his lessons. What happens? He has an attitude of avoidance. He does not want to look the instructor in the eye for fear that he may call on him to take part in the discussion. But, if he is prepared, he has an attitude of alertness. He wants to be called upon and is disappointed if he is not. It changes his entire outlook toward college. The same holds true in regard to other groups. By careful preparation in his dress and in his lessons, all marks of self consciousness disappear. He is ready for any emergency and feels a sense of fitness coursing through his body. This in turn gives him added enthusiasm, makes him more optimistic and cheerful and cheerfulness adds greatly to his poise and courage. Thus the relationship which each trait bears to the other is singled out. He can not im-

prove himself in one trait without making improvement in another—analyzes each trait in the manner that he has analyzed self-confidence, and then maps out a course of self-improvement on the basis of his discoveries. The dictionary will prove

an invaluable aid in helping him to define the terms.

It is needless to point out that each of the qualities has a range that goes far beyond the college campus.

## I Don't Like Clubs, But---

LISBETH S. JENSEN

*Teacher of English at South High School, Minneapolis, Minn.*

THERE'S NO ACCOUNTING for principals and their notions. One of the most unaccountable examples was my principal's urge to foist the advisership of a senior girls' club upon me.

Of all the activities or habits, vices or crimes into which humanity might accidentally tumble in any one of its moments of weakness, club activity had always seemed to me the most futile, the most asinine, the most simian—in short, the superlative of everything undesirable. Murder I can understand; embezzlement I can account for; the chain letter even is within my range of apprehension. But club work—I was anything but rightly conditioned for such activity.

In conversation with some of the club members, I gleaned the following bits of realism: "Gee, this club is lousy! All clubs are"; "Oh, we never do anything. We meet, sit around, listen to a dry program, then go home"; "No, we don't have any fun. The parties are dead"; "Well, you want to belong to something. You at least get your picture in the annual."

These girls had originality and initiative but even they found little real value in club work. Poor students were not admitted into this club; it had as its only membership requirement, other than senior classification, a minimum scholastic rating of C. Their ideas of school clubs coincided so perfectly with mine that I wanted to crow.

Most principals, however, don't relish "I told you so's" from mere teachers, so that was no way out; then I did like those girls. I felt almost as if both they and I were victims of a system which demanded clubs, clubs, and more clubs, and never an honest why.

At the first meeting, I told the group that my dislike of boredom was intense and that I refused to suffer from it, that no parties were better than dead ones, and that programs which won only forced attention were an insult to an intelligent group.

I asked them to write down what they considered decent purposes for their club and methods of achieving them. From the resultant siftings, we chose three aims: to have fun, to be of

service, to learn something. We also chose three chairmen to work out committees and plans for the achievement of those purposes.

The amusement committee decided that we could afford to have two parties a semester on our twenty-five cent dues. When they asked what they would be permitted to do, I told them anything except violating city ordinances and school regulations, and that if the first party proved dead, we'd not bother with any more.

The girls wanted a costume party. They tore colored wrapping paper into grotesque shapes for invitations and then announced in colored crayon that the members were to come to the party clad in anything but regulation garb.

When the refreshment committee began talking about the usual sandwiches, ice cream, and cake, I remarked, "Isn't there anything else we can have? You eat sandwiches at noon, five days a week." (They bring or buy their lunches since we have only a thirty minute lunch hour.)

One girl facetiously remarked, "How about Chow Mein?"

"Why not?" I countered.

The rest of the committee gasped, "Oh, we can't afford it!"

But, after consulting a neighborhood grocer and butcher who was enough of a youth sympathizer to give us wholesale prices, and after doing a little simple arithmetic, we found we could make our own Chow Mein at eight cents a plate. The girls were excited at the prospect. The Chow Mein urge does seem to reach its peak at the high school age.

Eighty of the eighty-five members appeared the night of the party—dressed in an assortment of costumes—the cleverest, the most beautiful, the most unique, and the most ludicrous I have ever seen. Originality had run rife. The aroma of Chow Mein, cooked after school, permeated the place and seemed to inflate their already gay spirits.

As they entered, paper bags were tied to right hands with the advice to shake hands with their neighbors until the bags were worn out, otherwise



forfeits would be exacted. This kept fun at a high pitch. The exacting of forfeits from the few indolent or timid was done in such good spirits that even they were forced to have fun over it.

The entertainment committee had carefully planned games, stunts, skits, and songs (mimeographed copies of funny, popular, old-but-ever-new ones for everyone) scheduled to fill two hours at least. We never did complete the planned program, because after an Irish dance, a humorous skit, and an impersonation, several girls, enlivened by the spirit of the evening, sought the opportunity to perform. Girls who ordinarily adorned the walls were in the midst of things. Chow Mein made the evening complete.

After that party we had several new applications for membership. The idea had become current that club parties were for fun.

We had a Christmas supper with candles on the table, a Christmas tree, and present which each girl had made at no expense from material she had at home. We tried to vary our parties so that there was always some touch of newness either in time, place, food, or entertainment.

Since our school is located in one of the less favored districts of a large city and graduates from 300 to 400 pupils each semester, we realized that there should be plenty of opportunity for service. We talked over the possibilities with our Social Service Worker. We concluded that two of the greatest needs of a too tragic percentage of our pupils were for clothing and money for school expenses, especially for commencement. We decided to have a Clothes Drive and a Tag Day each semester.

We organized forthwith into committees to care for advertising and the collection of clothing from teachers and the most fortunate pupils. Many had hats, shoes, dresses, coats that were still good, but which were not in service.

Our social service worker took charge of the distribution. She made a special effort to reach pupils whose parents were not on public relief, but were in real need. Often they were more destitute than relief pupils. She maintains that the greatest value in our Clothes Drive is the aggregate increase in self respect among the underprivileged who frequently are among our better students.

One boy, now a junior at the university, has maintained an A average since his matriculation. He writes in a letter to the social worker that a pair of socks and an overcoat she had given him when he was in high school had destroyed his growing bitterness at the injustices of life. He had seen boys whose folks were on relief better off than he whose parents struggled to get along

without public help. That anyone had cared about the fellow who was proud, poor, and honest gave him faith in life. It unleashed his powers of concentration to the extent that he achieved honor grades before he finished high school, then got a part time job, and is now doing good work in the university.

We had procured that coat and those socks for her to give him. The social worker tells of many others who have received permanent value from our biennial collection of clothing.

The proceeds from our Tag Day supply senior girls with the necessities for graduation which they cannot manage alone. We have been able to make graduation satisfactory for about twenty-five girls each semester.

It is not an uncommon occurrence for a shabbily dressed mother to come to the principal with the request that her daughter be excused from attendance at commencement exercises because of her inability to supply simple necessities.

All such cases and others that the teachers discover are referred to the social worker. After determining worthiness, she takes from our little wooden cash box a couple of dollars for a pair of slippers, fifty cents for stockings, maybe three or four dollars for dress material if the mother can sew, or five or six dollars for a dress if there is no one to make it.

To fulfill the third purpose of the club—to learn something, is not difficult. We have four or five good outside speakers a year. So far, we have had social service workers, a police matron, stylists, beauty specialists, and hobby enthusiasts. These speakers are always informal and encourage questions.

We also try to give home talent a chance at several meetings. Probably the most successful was the program built about the idea of *The Living Newspaper*. A paper mache horned mask, made from newspaper, a suit fashioned from the front pages of the local newspapers, and a rope tail encased in newsprint constituted the costume of the club comedian who had turned printer's devil and catapulted about getting the various pages before us at the proper time.

The news of the day was brought us via the tongues of two old gossips. The society page was presented by a mock wedding. Music and drama, athletics, the woman's page—all gave talent opportunities for originality and wit.

Thus we have aimed at our three purposes: fun, service, information. To date our parties are not dead; we are not bored; and we do seem to have made a number of people more satisfied with life, but—we work!

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# Affirmative Rebuttal Ideas

HAROLD E. GIBSON

*Director of Activities and Debate Coach in Jacksonville High School and Instructor in Extra-Curricular Activities, Illinois College, Jacksonville, Illinois*

RESOLVED: That all electric utilities should be governmentally owned and operated.

IT WOULD be a definite step in the right direction in debate if some system could be devised by which the constructive speeches could be eliminated and the entire debate resolve itself into a rebuttal. At the present time, the constructive speeches seem to be a necessary part of the debate but they are not really interesting to either the debaters or to the audience. It is in the rebuttal section of the debate contest that the debaters have their chance actually to defend their stand on particular social and economic questions against the attacks of their opponents. It is the rebuttal that actually shows the ability of the debater to think for himself, to meet the arguments of his opponents and defeat them, and to finally establish his own ideas as the logical and practical solution to the problem at hand. Finally, it may be said that the rebuttal is the ultimate test of the debater.

In this short discussion it will be our purpose to point out ways in which the affirmative team can most successfully meet the arguments of the negative and will attempt to show the importance of correct procedures in the actual rebuttal. At the very onset of the debate it is apparent that the affirmative have some distinct advantages that should be pressed to the fullest extent if they wish to make their rebuttal effective. These opportunities that are open to the affirmative must be pressed if the affirmative wish to do effective debating.

One of the major weaknesses of the negative case is the utter failure of regulation of electric utilities by the agencies controlling electric utilities today. The affirmative should press at every occasion that utter failure of the regulatory bodies that are supposed to control electric utilities now. The various state utility commissions have not been successful in the past in their regulation of the utilities and there is little reason to believe that they will be successful in the future. These utility commissions are failures as far as their regulatory ability goes and for many reasons. They have no clearly defined method of determining the real value of electric utilities upon which rates can honestly be based. Then,

too, the margin of profit in the utility business is so great that the companies have large amounts of money that might be used to influence or at least to control the amount of regulation that the state utility commissions might exert over electric utility companies.

Then, too, the state utility commissions cannot control electric utility companies satisfactorily in the United States because of the interstate character of the electric utility business. Just as the various state commissions that were created by the "Granger Laws" in the early '80's were not effective because one state commission, or combination of state commissions, could not control railroad traffic that was carried on through several states, just so the commissions regulating electric utilities are helpless because they cannot regulate the electric business that goes out of or comes into their state. It is at this very point that the regulation of electric utilities fails. When this point can be made by the affirmative they have opened the attack for the proof that we must have complete government ownership as we can never solve our problems in the electric utility business by the continuation of the system of state regulation.

It is this point of the inadequacy of government regulation of electric utilities that should unendingly be stressed by the affirmative in their rebuttal. If they can prove that regulation is a failure in every form that is attempted, they will have established the point that we must have either government ownership or complete chaos and lack of protection for the consumer of electricity. Below will be found some of the leading forms of regulation and short descriptions of the reasons that show why they will not protect the people.

*Regulation by Franchise Has Been Very Unsatisfactory.*—The system of attempting to regulate electric utilities companies with iron clad franchises has not resulted in the protection of the consumer of electricity. Utility companies would not enter a community and establish their plants unless they received long term franchises with almost iron clad provisions that protected them against any contingency that might arise.

These long term franchises were established at high rates and at the end of a 20 or 30 year lease the rates that had been originally established were always too high to give the people power at an honest figure. Thus, the franchise did not protect the people. Then, too, if the franchise was for a short period of time the companies would not spend the money necessary to give satisfactory service. Thus, again the franchise method of regulation did not protect the people.

*Regulation of Electric Utilities by State Utility Commissions Has Been a Failure.*—A very short analysis of state regulatory commissions would show beyond all reasonable doubt that they would be ineffective in the regulation of such large enterprises as electric utilities. To begin with, these state regulatory commissions have no basis by which they can determine just what is the real value of electric utilities. Since it is difficult to determine the real value of utilities, these utility companies have been successful in maintaining fictitiously high values upon their plants, thus charging higher rates than should be charged.

That corruption and graft have entered into the system of state regulation of electric utilities is common knowledge. Evidence of bribes that have been paid by certain utility companies to members of state utility commissions have often been uncovered in court. This constant threat of corruption and graft in the state commission will always render them ineffective in the regulation of utility companies.

*The Regulation of Electric Utilities by Legislative Acts Have Been Very Ineffective.* The one reason why legislative action is not successful in the regulation of electric utilities is that it is too slow in its action. Often it takes months and even years for the state legislatures to formulate any constructive legislation even after its need has been apparent for a long time. The result is that during this long delay the abuses of the utility companies continue and the people are made to suffer.

In addition to this inactivity, legislatures are very spasmodic in their actions and lack the consistency that should be used in dealing with electric utilities. One legislature is very firm, and the utilities toe the mark. The next legislature may be very lax, and the utilities will carry on a high-handed policy of running over the rights of the people. What must be had in any form of regulation is a long term plan, and legislative regulation cannot give this.

*Just as These Three Forms of Regulation Have Failed in the Past We Have No Reason To Believe That They Will Not Continue To Fail in the Future.*—All attempts at regulation have been rendered practically useless, by the unscrupulous

tactics of the utility companies. They have built up the system of holding companies for the purpose of gaining even greater profits from the people. The attempts to regulate through franchise, state commission, and state legislation have all failed, and there is no reason to believe that in the future these worn out and discredited methods of control will be successful. The only solution, therefore, seems to be government ownership of all electric utilities.

#### SAMPLE AFFIRMATIVE REBUTTAL ARGUMENTS

Below you will find a group of arguments that will appear in practically every negative case upon the question of electric utility control. They may not appear in just the manner as given below but they are so essential to the negative case that their appearance will be seen in some form. Below each of these arguments will be found a sample affirmative method of meeting and defeating such arguments.

It should be remembered that these sample rebuttal arguments are merely single arguments against single points. The actual rebuttal speech is a series of such arguments so arranged as to take care of the major points of the opposition.

*Negative Argument:* Municipal ownership of light and power plants has not been successful in the cities where it has been tried.

*Affirmative Sample Rebuttal:* The negative have been attempting to make you believe that municipal ownership of light and power plants has not been successful. There are over 7000 municipal light and power plants in operation today.

In the state of Florida, the municipal plants turn back 50.4% of their total revenue to the cities they serve in the form of cash contributions to the government. They do this with rates that are approximately identical with the rates of the private utility companies in their area. We ask you whether or not this indicates failure?

*Negative Argument:* Government ownership will cause higher taxes if tried in the United States.

*Affirmative Sample Rebuttal:* Facts show that cities with municipal ownership have lower tax rates than cities with private ownership. An illustration from northern Illinois is as follows: Hinsdale (with municipal ownership) has a tax rate of .61 cents; other cities in the vicinity have the following rates: Downers Grove, .86 cents; Westmont, .96 cents; Villa Park, .93 cents; Elmhurst, .90 cents; and Glen Ellyn, .95 cents.

*Negative Argument:* The affirmative are advocating communism when they want government ownership.

*Affirmative Sample Rebuttal:* The negative are fully aware of the fact that the affirmative are not advocating communism in any form when they propose government ownership. They have made

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this accusation simply because there is a great feeling against communism in this country, and if they can fix this feeling upon the affirmative proposal they can defeat it without presenting any facts.

*Negative Argument:* The operation of government ventures in business is always inefficient.

*Affirmative Sample Rebuttal.* We have many examples of the successful operation of utilities by governmental agencies. The street car lines of San Francisco are one example. Ventures of the federal government that have been a success are the Panama Canal and the postal system.

There are at least 99 cities in the United States that are operating tax free because of the efficient operation of their municipal electric light plant.

*Negative Argument:* Government ownership does not really reduce rates when we consider that the municipal plants pay no taxes.

*Affirmative Sample Rebuttal.* The negative speakers are making a false assumption when they state that private plants pay more taxes than municipal plants. It is true that private plants pay more taxes, but it is also true that when the contributions to the city are considered the municipal plants give more money than the private plants pay in taxes.

*Negative Argument:* Government ownership will not reduce the cost of electricity.

*Affirmative Sample Rebuttal.* It is foolish to attempt to prove that government ownership will not reduce the cost of electricity. Take the example of Springfield, Illinois, with the lowest rates in its population range. The municipal plant there reduced the rates to that low level. The same is true in Los Angeles, California, where municipal ownership reduced the rates. Tupelo, Mississippi, is another example of the power of government ownership to reduce rates.

(Harold E. Gibson is author of a number of books and important articles on debate. For a fifth year SCHOOL ACTIVITIES readers will have his help. Arrangements have been made for a series of articles by Mr. Gibson. His fourth will be released next month.)

## A Philosophy of Education For Secondary Schools

CHESTER C. DIETERT

*Principal of High School, North Judson, Indiana*

At best social and individual interests are one and the same. A philosophy of education, or more specifically, the purpose of the school involves the harmonious integration of these two interests. It is the purpose of secondary education, therefore, to develop well integrated personalities, capable of self-direction and self-control, inspired with so-

cial ideals, possessed with a cooperative attitude, tempered with a political zeal and public spirit that is reasonable rather than partisan or emotional, and secured by personal accomplishments and achievements that will increase the total happiness both individually and collectively in an order of society that calls continually for progress. Essentially we are preparing for life which has already begun and not primarily for higher education in the future. All this is based upon the theory that whatever happens to the individual in the learning process happens to the entire self. He is never quite the same again. The whole self is changed. The whole self learns. The whole self is integrated by unity of purpose and knowledge of achievement. In all educational procedures we must recognize the fact that people have to live before they know how. Hence there is tremendous need for integration in personality.

## The Night Before Christmas —A Parody

BY MARGARET CONNOLLY, BERTHA DUCH,  
GERTRUDE BLAIN, BERNICE CEDRONE,  
WEST HARTFORD

'Twas the week before Christmas, and all thru  
the school

Not a pupil was learning according to rule.

The papers were hung in display space with care  
Week in and week out the same had been there.

The teachers stood by with dismay on their faces  
While unquenchable children hopped out of their  
places.

The principal patient and teachers distressed  
Were hoping the future would bring them some  
rest

When out in the hall there arose such a clatter  
They sprang to their feet to see what was the  
matter.

Away to the doors they flew like a flash

To see what had caused the terrible crash:

The kids, ten abreast on the new-polished floor  
Were running and sliding en masse to the door.

To the horrified eyes of the staff did appear  
Their progressive school growing freer and freer.

A well-meaning parent, to play a kind trick,  
Had tried to impersonate good old Saint Nick.

Like howling young Indians the children they came,  
"Now, Mary! Now, Nancy! Now Sally! Now  
Lily!

Come, Howard! Come, Helen! Come, Sammy and  
Billy!

Can't you behave like young ladies and men?

Come into the room! Take your places again!"

As rashly unheeding as thundering herds

When they meet with an obstacle, hark to the birds,

So on to the presents the children they flew  
And captured the bag, and Saint Nicholas, too.  
He cried out, in pain, as they trod on his foot  
And h's bewhiskered mask refused to stay put.  
The bundle of toys he had flung on his back  
Was scattered afar as if struck by a Mack.  
His eyes how they glared! his nose how it quivered!

With rage and with fear the gentleman shivered.  
Unfortunate Santa, while shouting and calling,  
Jumped to his feet to escape further mauling.  
He rushed to the door, and emitting a whistle,  
He flung back these words, like a venomous missile  
(Which they heard him exclaim as he tore out of sight)

"Well, all I can say is, poor teachers, good-night!"

—The Connecticut Teacher.

## Personality Analysis and Fashion Studio

HARRIET S. ZUCKER

*Faculty Adviser, Eastern District High School, Brooklyn, New York*

"IF YOU HAVE IT, you don't need to have anything else . . . and if you haven't it, it doesn't matter what else you have." So said Sir James Barrie, author of "What Every Woman Knows," and so repeats the "Personality Analysis and Fashion Studio" of Eastern District High School (with reservations).

Our organization, which sprang up a year ago and almost instantaneously became the largest and most active group in the school, is proud to report its progress of the past term.

For the benefit of our readers who missed our previous report, we should like to state that our main purpose has been to discourage slavish emulation of motion picture stars on the part of the students and at the same time to increase their own individual charm and personality.

The acting committees were chosen to continue the work of their predecessors. The Bulletin Board Committee throughout the terms was actively engaged in posting in the girls' gym clippings from newspapers and magazines relating to cosmetics, grooming, and etiquette. Those clippings were changed weekly to keep the interest alive and up to date. The following are some of the headlines:

"Pretty Lady, How Do You Stay That Way?"

"Happ'er the Face Free from 'Foot-Fag'."

"Any Girl Can Be More Charming."

"This Season's Fashions Call for Natural Make-Up."

"Beauty Useless If One Neglects Good Grooming."

"They Also Were Lovely To Look At . . . But . . ."

"The Standard By Which You Are Judged in the Critical Eyes of the World."

"Is Bright Lipstick a Boring Fashion?"

"Musts in Modes and Manners."

"How Much Charm Have You?"

"Manners of the Moment."

"Can Your Complexion Stand Close-Ups?"

"Posture Speaks—Mute Evidence of the Woman Herself."

"Flapper Fannie Says."

"To Freshen Clothing."

"'Plucked Eyebrows Useless,' says Beauty Expert."

"Tonight—Make this 'Armhole Test'."

"Personality Counts More Than Brains in Job Hunt."

The Fashion Folio Committee added considerably to our collection of mounted pictures of personality types, (see High Points Jan. 1936) appropriate coiffures for such types, and clothes of special design, which were catalogued and arranged. These pictures were often used in our "clinic" as answers to questions submitted from time to time by our members.

The Secretarial Committee succeeded in contacting a number of interesting speakers who addressed our meetings on our open forum schedule. Among the speakers whom the girls had the privilege of meeting were Mrs. Blanche Greenberg of the Board of Education who spoke on "Personality in Business Relationships"; Mrs. Dodson, student in Prof. Northrup's class in Costume Design for Personality Types at Teachers College; Miss Margaret Picher, stylist with the McDowell Fashion Design School; and others.

So much for our regular activities. In addition to the above mentioned work, the organization was asked to present an assembly program which would have some bearing on our contribution to the student life, entitled "Easter Parade."

A play and fashion show in three acts written by one of the talented members of our group was produced with the assistance of approximately



fifty students in the cast. The characters who had speaking parts were: Miss Lovely (heroine), Miss Yin (effeminate girl), Miss Yang (man-nish girl), Miss Johnson (business executive), Miss Burns (sec'y.), Madame La Fleur (owner of dress shop), Mimi (salesgirl), applicants, and customers. Other students in the cast were dress models and their escorts. These students displayed correctly assembled outfits for their particular personality types and properly suited to such occasions as business or school, afternoon wear, sports wear (riding, tennis, hiking, etc.), and evening wear.

The production was met with the unanimous approval of students and faculty. It proved to be such a success that we consented to present our show in the "Little Theatre" of a well known New York department store during Easter week.

Our activities have also met with the approval and great interest of a Newsreel Corporation whose representatives considered our work worthy of possible nation-wide publicity through the motion pictures.

The underlying current running through all of our work has been a steady individual campaign at reform. Each member of our group had an opportunity to have herself photographed at the beginning of the term so that she would have some definite means for analysis and fault-finding.

Each student was asked in the light of all the knowledge acquired during the term and with the aid of the available illustrative material in our files, to attempt to improve upon her personal appearance. Such improvement was to be made quite obvious in a final snapshot taken at the end of the term.

At one of our early meetings in the fall we hope to award prizes to the girls who have proved the most marked improvement. The prizes, in the form of cosmetic kits have been offered through the kindness of Miss Edythe Thornton McLeod, well known cosmetic and fashion authority who is also an editor of "Toilet Requisites."

We hope to be able to inform our readers of "bigger and better" doings from time to time.

## Puppetry in the Secondary School

HELEN ROGERS

**N**EARLY EVERY person affiliated with secondary schools recognizes and admits the need for supplementary activities or the re-organization of currently functioning student activities groups. The complete organization and re-organization of all groups is not to be discussed here. But there is one type club to be suggested that could be organized with benefit in most high schools, or in many cases could be organized out of existing unsatisfactorily functioning literary or dramatic groups—this is a puppet club. On first consideration, unless we happen to know a great deal about puppets and their present rise in prominence, we may consider them in terms of Punch and Judy and feel that they are not worthy of even a small place in a dramatic club, much less a large place of their own in an individual club.

Puppets, as puppets, originated early in our civilization. At first they were children's toys. Their entrance into adult dramatics was through the church. Later, when they were considered by religious orders to be too ribald for their purposes, the puppets became diversified in talents and interests. Nearly every country on the continent and in the orient has developed centuries ago a puppet type peculiar to the disposition and needs of its people. These animated dolls have toured as dramatic companies, have remained year after

year in theatres constructed for them, have attended fairs and carnivals and entertained old and young alike.

It has been only in comparatively recent years that interest has been evidenced throughout the United States in puppets. Amateur groups were formed, became discouraged, and disbanded. There are at this time a few professional puppet casts operating successfully. Outstanding among these are the puppets of Tony Sarg. There has also been quite a movement of late to stimulate amateur puppet projects in schools. At least three schools in the country offer exceptional opportunity in the study of puppets and their operation for amateur student use. Preparation for professional puppetry is more laborious. It takes three years' training to prepare the average puppeteer or puppet operator for his work.

However, with work and patience, extraordinary results can be obtained with a group of grade school pupils. High school people whose hands are so much surer and whose sense of perception is so much finer can achieve infinitely superior work in all ways.

The puppets themselves are consistently agreeable to nearly all types of drama. The well constructed puppet in the hands of an interested and careful high school student can be made to per-

form in practically any play. The students, with a little study of the history and conformability of puppets, will be able to choose and adapt their own dramatic materials, construct, dress, and string (or make other guide manipulations for) the dolls, build stages, and arrange lighting systems, and present their own plays with a minimum of outside direction.

The best plan for a high school puppet club is the division of its membership into four distinct groups or committees under the general leadership of an administrative committee which will include the teacher-sponsor. The administrative committee will see to it that all parts of the club are functioning and will conduct the general meetings of the whole club which will take place once or twice a month. The other four groups of the club will consist of the drama committee whose duties will be to select plays, literature, and make adaptations thereof, or to choose subjects and write the sequence and dialog for original plays; the puppet construction group who will make, dress, and string the dolls; the "stagemakers" who will construct the stages and be responsible for their properties and lighting; and the "puppeteers" who will manipulate the dolls and read the dialogue.

These five groups will be distinct integral parts of the club whose duties and responsibilities are separate, but the end result of whose work depends equally on each of the other four groups. Each will do its own work and meet separately. But before proceeding with any definite set of plans each unit will submit and have approved an outline of its work at a general session of the club. To take some of the brunt of responsibility from the teacher-sponsor it will be well to have an English teacher as consultant to the drama committee, the art and woodworking teachers as consultants for the puppet and stage construction groups, and either the dramatics coach or some interested person who may know a little about the art of puppetry for the puppeteers.

The organization of a puppet club into a unit affair may appear to be too burdensome a task to be attempted by the small school. If there are as many as fifteen or twenty students interested, though, I believe it will greatly simplify the development of the club if some such organization plan is followed. In groups of twenty or less it will probably be advisable to have all meetings with the entire membership present, with time set aside during the meetings for committees to confer separately. With this plan special meetings of the smaller groups will be called as found needful.

The advantages to be drawn from a puppet club are several. Many students of diversified interests will be banded together, and work and responsi-

bility will be provided for all. The students participating will gain a certain amount of vocational guidance, will learn valuable lessons in the laws of interdependence and working in harmony, appreciation will be gained of a few of the finer things in life, character will be built, attitudes toward the social instinct will be adjusted, and an essential foundation will be laid for future enjoyment and fulfillment of leisure time.

## A Half Ball Player?

LEO I. MOONEY

761 North 25th Street, Philadelphia, Pa.

Are the boys of Philadelphia going to grow up to be half ball players? Or are they going to grow up to be better ball players because they are half ball players?

Their present position has nothing whatever to do with their size or ability. While not yet full grown, the youngsters and youth of Philadelphia are as good, and perhaps will be better ball players, on the average, when they reach young manhood than the representatives of other cities who have never been half ball players.

What is a half ball player? Just what the designation implies; but not from the personal standpoint. A half ball player is one who plays with a half ball. The boys of Philadelphia have invented a new game, through necessity, that is making better ball players out of the whole lot of them.

Philadelphia boys, who are forced through lack of proper recreation grounds to play in the streets, have, of necessity, been forced to play with rubber balls, which cost them about five cents each. This was necessary because of many complaints from neighbors about broken windows when attempts were made to stage a miniature game with the regulation ball. However, a hard hit rubber ball frequently had a habit of landing on a roof, which stopped the ball game, unless a new ball was bought. This proved to be expensive as proficient "sluggers" developed, and housekeepers were not so keen about having the boys mount their roofs to recover the balls.

But boys must play ball. A crowd of such boys discovered one day that the discarded half of a rubber ball when thrown was more difficult to hit than the whole ball. Its gyrations intrigued them. New curves could be served up to them which they had never experienced with a full ball. And any of them could throw these curves. They became deeply interested. The "slugger" had no more chance with his broom handle of hitting the half ball any farther than the average batter. The ball would not go far; one hundred feet at the most,

which, after some experimentation, was adopted as the home run limit; while seventy-five feet became the limit for a three bagger; fifty feet for a double, and a fair hit of any kind a single. The boys discovered too that the fielding of such a half ball was difficult. Games were played with the half ball and pronounced a decided success; so much so that new balls thereafter were deliberately split in half to play the game of "HALF BALL" as the game became known to them. Scoring was difficult. Each boy became a "team," with three outs and nine innings to a game. The number of fielders did not matter, since it was equally difficult for all to snare the curving, infrequent hits. The batter did not run; simply advanced his man with a hit, if he got it. There were no bases on balls. The games were always close. The alert, quick-eyed boy became more pro-

ficient than his fellows, developing a new kind of hitter. It was hard to lose the half ball, since it could not be knocked far. It broke no windows. And it was economical.

From its small beginning the game of half ball has spread throughout Philadelphia. Everywhere boys can be seen with their broom handles and a half ball playing the new game. The elusive curves of the half ball both in batting and fielding calls for an alertness not before required and will result in such a coordination of mind and muscle that the young half ball players will be the better ball players for it as they attain maturity and take their places on the regular ball playing fields. Half ball brings out on its miniature playing field the agility and mental capacity to size up a ball instantly, developing its players in speed to meet the future demands of real baseball players.

## Honors Day Assembly

ROY V. MANEVAL

*Science Instructor and Sponsor of the Student Council, Horace Mann Junior High School, Tulsa, Oklahoma*

**W**HY NOT plan for an Honors Day Assembly near the end of this school year?

It is generally admitted that too many honors are being offered in the schools today, but it is likewise true that results are being accomplished that could not be obtained in any other way. For one thing, honors often act as stimuli to the pupils so that they participate in more school activities than if the honors were not given.

The Honors Day Program outlined below was used the last two years in the Horace Mann Junior High School, of Tulsa, Oklahoma. It was necessarily a long program, but it was thought to be better than a number of similar and shorter programs to be given throughout the year. The school has an enrollment of about twelve hundred pupils. All who were to be honored with letters, medals, honorable mention, or in other ways during the entire school year were mentioned in this one program, about two hundred fifty in all. In many cases all the recognition that could be given was that the name of the pupil was read and he stood at his seat. When a pupil received an award, such as a letter, medal, or certificate, he was asked to go to the stage to receive it.

The boys' athletic director awarded letters to those deserving them in football, basketball, wrestling, track, baseball, and swimming. Honorable mention, but without letter awards, was given to more boys in each of these sports and to those

who participated in tumbling. An intramural program is carried out between the home rooms in the three grades in baseball, basketball, and volleyball and so the champion home rooms were recognized at this time.

The girls' physical education teacher presented pins and emblems to the girls who had participated in the various activities of the Girls Athletic Association.

Each year Tulsa's Cosmopolitan Club sponsors a contest for mechanical drawing, wood work, and electrical work. The Civitan Club and Woman's Christian Temperance Union sponsor oratorical contests. The school's winners of these contests were introduced and their prizes and medals were presented. Various awards were given to the pupils who had won them at the local State Fair, in the departments of foods, art, metals, wood work, and mechanical drawing.

In the department of journalism the pupils who had done outstanding work in the publication of the school paper, the *Cardinal Chronicle*, were honored. The library and office assistants were given honorable mention. Recognition was given to the pupils who had assisted in assemblies of the year, as chairmen, stage help, buglers, monitors, and pianist. Those who helped in caring for the school store were also mentioned.

All members of the Boys' Leadership Club, the Girls' Service Club, the Student Council, and





# An Old English Christmas

MARIE MARSH

*Colorado Woman's College, Denver, Colorado*

**W**HY NOT HAVE an Old-English Christmas at your school this year? The English Christmas celebration of the Middle Ages were gay affairs where all joined in the fun of decorating, singing, playing games, dramatizing familiar stories and ended with the jovial wassail bowl on Christmas eve.

The first event in the season's festivities should be an assembly program featuring the "Hanging of the Green." This is a gala occasion at which the whole auditorium is decorated. Originally in England the family and servants of the feudal lord hung the decorations about the castle, trimmed the tree, and arranged everything for the festive Christmas season. All sang, feasted, and frolicked together as they worked. This idea can be copied so that in some way all may participate.

At the beginning of the "Hanging of the Green" program, the auditorium should be undecorated except for an evergreen tree and one tall, empty candelabrum on each side of the stage outside of the curtain. As the guests and students enter, they should pass between rows of garland bearers. The garlands may be of cedar, spruce, tinsel, colored rope or many strands of twisted crepe paper. Others in line may bear wreaths, bunches of holly and mistletoe. As the crowd enters each is given a carol book or a paper on which may be found the words of all the songs to be used. The song "Joy to the World" is sung by the audience before it is seated. The garland bearers then come in slowly and place their decorations while everyone sings the rollicking song, "Deck the Halls." All must have been carefully planned and practised before time so that the effect is beautiful and orderly.

Another carol may be sung by the whole audience or chorus as the garland bearers take their places in the auditorium. When this is over, two other groups enter bearing decorations for the two Christmas trees. As the shining gadgets, icicles, and ropes of tinsel are hung, "Gather Around the Christmas Tree," and "O Tannenbaum" should be sung.

Girls clad in white and bearing lighted candles may come slowly through the audience to the stage while they and the chorus sing, "Hark the Herald Angels Sing." After the candles are placed in the candelabra and the song ended, the candle bearers resume their seats.

This may be followed by any special numbers, by soloists, orchestra, quartets, or readers. The one essential is that it should be beautifully done so that the whole atmosphere is one of loveliness.

To the music of "Oh Come, All Ye Faithful," the curtain may part revealing a lighted church window. As the chorus picks up the song, people from every walk of life may come reverently to the window, kneel, worship, and leave as if each had received the rich blessing of renewed strength and inspiration. Organ music is especially effective here. The window may be made of a cheap grade of muslin on which the art students have painted an enlarged copy of one of the madonnas. Electric lights behind the window bring out the colors of the picture.

A most effective close for the ceremony may be secured if the choir rises and slowly leaves singing "Holy Night." The audience should remain seated until the song has died away in the distance.

The "Hanging of the Green" permits much variety in performance and may be fitted to the individual possibilities of any group.

During the Christmas season the wassail bowl must not be overlooked. The English served hot liquor to those who serenaded them. Much enjoyment may be received by many if the music organizations of the school serenade the faculty, the sick, or the towns people generally. After this they may return to school where the wassail bowl awaits, and chefs dip spiced, hot cider from steaming punch bowls. Pretzels and cheese crackers are delicious with it. Several of the regular wassail songs will add much to the spirit of the evening. As all gather around the bowl, it is fun to have the kind of impromptu program where the audience can informally call for a performance from anyone present. This makes for a jolly evening.

The festivities should end with a chapel program of the Nativity given by the joint talents of the music, art, and drama departments. This program should be entirely planned and performed by students. A good reader may read the scenes from the Bible, a robed choir with lighted candles should furnish the music while the art and drama departments should work out the tableaux.

Where the Old-English program has become a school tradition, the plan works most satisfactorily.



# The What and Why of Sportsmanship Brotherhood

DANIEL CHASE

*Executive Secretary, The Sportsmanship Brotherhood, Broadway and 34th St., New York, N. Y.*

THIS IS an era of sports. Sport and sportsmanship is one of the two topics of the hour. More and more space is given in newspapers and magazines to the activities of the field of sport, whether they pertain to school, college, or the professional arena. Its devotees have taxed to capacity the great structures which have been erected to the Shrine of Sport, but better still increased interest in sport does not end with greater stadia and bigger crowds. Never before in the history of the world have so many persons actually participated, and this in spite of inadequate space and facilities in the great cities. The interest isn't confined merely to the top of the social ladder, the gentlemen sportsmen of an earlier day. It runs through the entire strata of our national structure. It is estimated there are 5,000,000 golfers in the country. The plumber will team up with the priest, and the barrister with the barber. Through our public links, tennis courts and baseball diamonds, America is showing the way to a real league of nations.

The desire of boys and girls of the adolescent age to take part in team contests is one of the most controlling impulses of childhood and youth. Educators realize that lessons of the playground and athletic field have great value in the training of character. It is and should be the aim of teachers, coaches and physical directors, and those in direct charge of physical activities of youth to develop the habit of playing fair and keeping the rules of Sportsmanship as the controlling motive of their lives.

Do athletics as conducted always contribute to this result? It does not so appear. There seems still too great a tendency to "beat the rules," to glorify the winner, no matter how he has won. The sportsmanship of the student body and spectators often lags behind that of the players. Many athletic authorities have not awakened yet to their responsibilities. There is a need for emphasizing the teaching of real sportsmanship, of doing one's best, of playing the game to the end no matter what the score, of making the way you play the game the real test of success. There is too great a tendency to commercialize sport and subordinate the primary use of it for the making and preserving of character and health to financial profit.

We must make a larger use of this great appeal of athletics and sport in improving our national standards and attitudes. We must teach America to play the game with all that the phrase implies. Good sportsmanship should be recognized wherever it appears, and the practice of it made the habit and fashion. Every play period, every athletic contest game and contest in which the rules are kept and the ideals of fair play are adhered to, in which loyalty, cooperation, team work, and self sacrifice are taught and displayed, contribute to the forming of individual and group standards of benefit to all mankind. The setting up of a code of Sportsmanship helps to enhance the carry-over values that come from participation therein. We need a uniform platform on which to build. We believe that platform to be the Code of Sportsmanship adopted by the Sportsmanship Brotherhood. It is,

"Keep the rules,"

"Keep faith with your comrade,"

"Keep your temper,"

"Keep yourself fit,"

"Keep a stout heart in defeat,"

"Keep your pride under in victory,"

"Keep a sound soul, a clean mind and a healthy body,"

"Play the game."

The majority of us want to be called good sportsmen. Through this universal desire we can bring about an acceptance of this code, and we can establish through the practice of it in play activities a sportsmanlike attitude and conduct leading to habits of fair play and sportsmanship in the general affairs of life.

The exact method of applying this in the different organizations and agencies that train the youth of America, must necessarily differ. The Sportsmanship Brotherhood is working along certain specific lines in the schools of the different states. For example, it has established chapters which teach all their members the code and holds up to the ideals by regular talks, discussions, and dramatizations. It encourages and recognizes sportsmanship by awards given to outstanding sportsmen on a plan similar to the Phi Beta Kappa key method of recognizing scholarship. In colleges, high schools, summer camps, playground or-

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ganizations, boys' clubs, sandlot baseball teams, etc., particular methods are being applied as adapted to the peculiar conditions.

Many state and local chapters, having adopted the Code of Sportsmanship as their platform, and having instructed coaches and officials to insist upon its practice by the players, are also endeavoring to bring spectators to a more sportsmanlike attitude based on a more complete understanding of their responsibility. This is being accomplished through the use of posters, lantern slides, public announcements before and during the games, and by suggestions in programs and local newspapers. Conference of high school leaders and officials are held frequently, and the co-operation of Kiwanis, Rotary, and other service organizations has been secured.

The possibilities of international sport when conducted in a truly sportsmanlike manner, as a means of developing understanding and fellowship between the people of the different nations of the world, also need to be more clearly recognized. The Davis Cup Tennis matches, the Olympic Games, which engage the attention of the entire civilized world, the visits of golfers, university track and baseball teams, the international soccer and Rugby matches, all point the way. The platform on which these contests are held must be more definitely stated in terms of sportsmanship and the opportunity of developing friendship and brotherhood more clearly shown, more earnestly sought, and more carefully planned. These established activities should be supplemented by the inter-change of visits of groups of sportsmen, drawn from the rank and file of the working people which make up the bulk of our population. The series of games recently played between the Soccer Football team of Worcester County, Massachusetts, composed of amateur players recruited from the shops and factories, and the teams similarly recruited from the towns of Worcestershire, England, under the auspices of the Brotherhood, is a practical illustration.

The Sportsmanship Brotherhood cooperates with all organizations and agencies conducting athletic activities, national and international. It is not concerned with the technical rules governing games or contests but is committed to the task of developing and conserving the character forming, social training, and friendship making value of these activities. Its membership includes sportsmen from every field of our national life. Its directors are leaders in the world of finance and business, educational and social work, as well as men prominent in school, college, and amateur athletics. It seeks the co-operation and support of individuals and organizations who believe in its principles.

## Study of Athletic Injuries

P. F. NEVERMAN

*Secretary, Wisconsin Interscholastic Athletic Association, Marinette, Wisconsin*

Every competing athlete in Wisconsin is insured through the State association. Since 1930, 100,000 have been covered. There have been 4,000 accidents reported and \$60,000 in benefits have been paid. The original purpose of the State association was to give financial aid. However, this later became secondary when it was found that the plan offered an unusual opportunity for the study of athletic injuries and the reduction in number of such injuries.

Football is the most dangerous sport. Extensive study shows the following facts:

### PLAY ON WHICH INJURIES OCCUR

a. Forward and lateral pass plays.....	36%
b. Kick off plays.....	12%
c. Returning of punts.....	10%
d. End around and off tackle.....	22%
e. Line plays of all kinds.....	8%
f. Unclassified.....	12%

### ZONE OF INJURIES

Between 20 yard and end line.....	65%
Percentage of actual play in this zone on basis of 100 games.....	30%

### SEASONAL TIME WHEN INJURIES OCCUR

38.5% before opening of season.
25% first half of season.
36.5% last half of season.

Time during game: Many injuries occur at the beginning of the second half.

### AGE AT WHICH INJURIES OCCUR

	14	15	16	17	18	19
Per cent participating in age groups..	3%	4%	14%	30%	37%	12%
Per cent of injuries in age groups..	6.8%	17.4%	26%	26%	14.4%	4%

### CAUSE FOR INJURIES

1. Failure to give adequate time to training and fundamentals.
2. Failure to promptly remove injured boys from participation.
3. Failure to insist on thorough physical examination.
4. Failure to give proper attention to equipment.

### PROPOSED REMEDIES

1. There should be no scheduled games until after several weeks of practice.
2. A thorough physical examination should be required by the family physician.
3. The longer intermissions between periods as provided in interscholastic rules should be used.

4. Work should be continued on the setting up of proper safety standards for equipment.

5. Thorough training should be given coaches and officials in the administration of the rules.

6. Schedule should be limited to eight games or less.

7. Insist on use of interscholastic rules and train players, coaches, and officials in accordance with interscholastic interpretations.

#### CONCLUSION

The Wisconsin injuries curve has begun to decline. There will be similar results throughout the

nation if there is a concerted effort toward this end. The development and use of an interscholastic code of rules is a step in the right direction. The statistics show that fatalities in the states using the interscholastic rules are not so great in number in proportion to the boys who participate. This is partly due to the rules themselves and partly due to the fact that the control over the game in the states using these rules is greater than in the other states due to the fact that there is greater interest in proper administration of the rules and interpretations." — *The (Texas) Interscholastic Leaguer*.

## Organizing for Leadership

M. P. McMILLIN

*San Bernardino, California*

TWO YEARS ago one large high school in Southern California founded the Periclean Society, believed to be the first organization of its kind in the secondary schools. It has been so successful that many other schools have formed similar organizations. Briefly, it includes all the outstandingly promising boys in school, selected on the basis of personality, leadership, intelligence, initiative, and character. These boys assume leadership in all phases of school activity so that by the end of their high school course, they are well equipped for positions of leadership both in college and after life. It is interesting to note that three former members of the Periclean Society are now student body presidents of three of the largest Pacific Coast colleges and universities.

As the term *Periclean* suggests, the name is based upon that of those young Athenians who took the oath of allegiance to their city, promising to uphold its high ideals throughout life. The enduring achievements of Greece were due to its great leaders trained in leadership from early youth. Supreme among all cities in producing great men in all fields of endeavor, the city of Athens has never had an equal in cultural and social development. No other city in the world's history can approach it in the number of men destined to immortality.

In fact, it has been asserted that there has never been an equal period of time in which the whole world produced as many leaders of the first rank as Athens produced during the brief Age of Pericles. This, then, the *Golden Age of Athens*, is the inspiration for the organization of high school leaders, and thus the name *Periclean* was selected as the name of the society.

And just as the young Athenians took pride in contributing to the glory and honor of their native city, so Pericleans take pride in contributing to the glory and honor of their high school. The Periclean ideal of service is to serve society, the school, the community, and our country.

This ideal is well expressed in the Periclean Citizenship pledge which every member is required to take during the initiation ceremony. "As a citizen of——High School, I promise: I will never bring disgrace to this, my high school, by any act of dishonesty or cowardice. I will fight for the ideals and high standards of my high school. I will obey the high school laws and do my best to encourage a like respect among those who are prone to set them at naught. I will strive unceasingly to quicken the public sense of civic duty. Thus, in all these ways I will leave my high school, not less great, but greater than it was left to me."

The organization of a Periclean Society is a simple and easy task. An interested faculty man gathers a group of the finest and most outstanding boys in school and explains the purpose and needs of the club. They at once become enthusiastic, for every school needs such a society, wherein the finest boys band themselves together in unselfish service. Furthermore, the boys sense the fact that they are being honored, for the Periclean organization is decidedly limited in membership, as only a relatively few boys can meet the requirements.

Then the faculty members are given slips of paper on which they confidentially recommend boys whom they think worthy of membership. The sponsor checks over the grades and citizenship rec-

ord of each recommended student. If these are found satisfactory, he is then asked to become a candidate for membership. Usually this list includes the student body president and other outstanding officers of the school, though not necessarily so. It is made clear at the outset that qualities of rowdy, unintelligent, or false leadership do not entitle a boy to membership. Indirectly, this high ideal of leadership soon influences the students to elect school officers of higher character and scholastic standing than usually look after the student body affairs.

The induction ceremony of the Pericleans at once establishes itself as the most serious and effective assembly program of the year. The curtain rises on the old members seated on the auditorium stage in a circle in which the only breaks are a table and an entrance through which the candidates enter. The officers, wearing Greek robes symbolic of their office, are seated in a semi-circle behind the table, the president and sponsor in the center. The entire ceremony, conducted with the utmost deliberateness and solemnity, never fails to impress the student body with the seriousness and high-mindedness of the proceedings and of the organization itself.

What are the specific duties of the members? They are many and varied, differing from time to time, as a new occasion arises. The boys serve as ushers at assembly and at other public or civic gatherings. They serve as a committee to welcome the new students on the first day of school and to act as guides on Patrons' Visiting Day. They act as policemen enforcing campus regulations at all school affairs, dances, programs, etc. They act as junior city officials during National Boys' Week, at which time they confer with the city mayor and other civic officials. They are responsible for carrying out various projects in school, such as "Hello Week," "Clean-Up Week," "Home Coming Week," and other such events.

They police the athletic fields during games and contests; they serve as a volunteer committee, the "Secret Six," to wipe out petty thieving in the gymnasium and from the school lockers, and have been unusually successful in this objective. They act as "school guardians" to those boys who have become habitually truant, delinquent, or "problem cases," under the jurisdiction of the juvenile court. In fact, wherever a school problem arises, the Pericleans are usually called into consideration by the principal or faculty, so that the result is a fine and high type of high school self-government. It helps to develop the best type of leadership—that in which the leaders are boys of character, high ideals, superior ability, good judgment, and exceptional scholastic ability. The other students soon learn to respect the Pericleans,

and thus they too are also being trained—not in leadership, but in good "followship," the ability to detect the finest type of leaders and to follow unswervingly.

Thus, the Periclean Society serves a double purpose: it develops worthy boys into fine aggressive leaders, and at the same time, it sets up an ideal for the other students, so that as citizens of the future they will not be led astray by false leaders, the demagogues and agitators who are constantly endeavoring to lead the people into political and social pitfalls. Indirectly, then, the Periclean Society not only helps the high school and the local community, but also indirectly aids in establishing a fine ideal of citizenship and democracy that will remain with the students throughout life.

The task of a leader is not one of merely teaching the rules of a game. Such rules must of necessity be explained, but they are only the mechanics of real fun, and once the children understand a game, the leader's part is one of interpretation rather than explanation—an interpretation of the spirit of play.—*Edna Geister.*

We are convinced that the educational picture of the future, if it is to be a rosy one, must include professional organizations, which are better financed and more effective both as to program and methods than they have been in the past.—*John K. Norton.*

Fifty years of study of the problems of business, and of the social and political problems which have arisen from its evolution, has compelled me to see that there is no basic solution for them except in education.—*Edward A. Filene.*

Never was change so kaleidoscopic, never so imperative the need for observing the signs as is the case now and as it is bound to be during the next year or two, at least.—*Editorial in New Hampshire State Teachers Association Bulletin.*

In their daily contribution, the schools seek to enrich home life and to build for good citizenship. They are the guide, the barometer, the bulwark of democracy.—*Lester K. Ade.*

Until we are willing to spend a little more money for education we must be reconciled to spend more for crime.—*North Carolina Education.*

To turn out better educated children, the methods of teaching must be adapted to individual needs.—*Hygeia.*



## Basketball Rule Changes For 1936-37

BY RAY HANSON

*Western Illinois State Teachers College,  
Macomb Illinois*

The following changes have been made in the basketball rules to go into effect for the basketball season 1936-37:

1. A second circle, concentric with the present circle, and having a six-foot radius, is to be drawn at center court. On jump balls at center all players except the jumpers must remain outside this circle until the ball has been tapped.

2. The rule which prohibited substitutes from communicating has been removed. Substitutes must report promptly and play is to be resumed as soon as they have reported, but they may speak to teammates before play is resumed.

3. Each team is to be allowed four time-outs (charged) without penalty, instead of three as formerly.

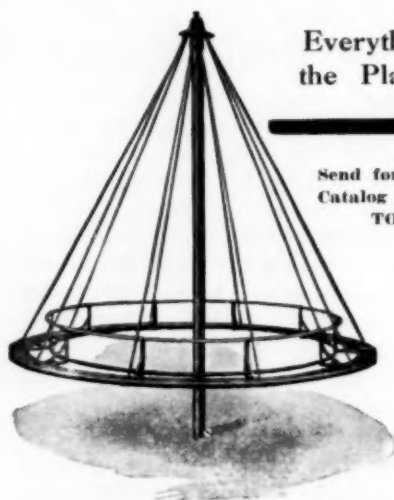
4. The sections on duties of scorers and timekeepers will be rewritten, largely for the purpose of clarification. (There will be a clarification to be found on duties of scorekeepers and timekeepers in the 1936 Yearbook. This is probably on account of the tie game that was played between Notre Dame and Northwestern last year.)

5. An interpretation is to be inserted in Rule 15, B, under personal fouls, to the effect that if a player in blocking a shot or in securing the ball from an opponent strikes the ball and at the same time touches the opponent's hand with that part of the hand below the wrist joint, no other contact taking place, the contact shall not be considered a foul, but merely incidental to a successful attempt to play the ball.

6. When games are played in quarters, if a foul occurs just before, or simultaneously with the signal ending the first or third quarter, the free throw is to be attempted at the beginning of the next quarter, and the rules governing free throws then apply as in any other part of the game.

Every age has had its own art, the art which best expressed its aspirations. The art of the next century or so may be the art of teaching. Why not? To mold human beings into their finest possibilities involves the same epic struggle to create beauty and harmony out of stubborn material limitations which is the foundation of great art.—  
*Dorothy Canfield Fisher.*

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## News, Notes, and Comments

Wisconsin has enacted a law requiring the teaching of "Consumer's Cooperation" and prescribing that "every high school and vocational school shall prescribe adequate and essential instruction in cooperative marketing and consumers' cooperatives," and that "the governing boards of the university, state teachers' colleges and county normal schools shall provide in their respective institutions adequate and essential instruction in cooperative marketing and consumers' cooperatives."—*Interscholastic Leaguer*.

### PTA INTERESTED IN HOME LIFE

Contrary to popular belief that parent-teacher associations are interested exclusively in school affairs, the National Congress of Parents and Teachers, through its 25,000 local associations, is carrying forward an aggressive campaign for good home environment for the nation's children. Mrs. B. F. Langworthy, National President, makes that point in "Our Homes," a new book edited by Dr. Ada Hart Arlitt, Professor and Head of the Department of Child Care and Training, University of Cincinnati, and National Chairman of Parent Education for the Congress.

Reprints of Utilizing Student Power, by Earl C. Kelley, from the October number of the Journal of the National Education Association for October, are being distributed by the National Self Government Committee, 80 Broadway, New York, N. Y.

Some of our best educators, collaborating with student councils, have established programs based upon a sound and comprehensive philosophy applicable to college, as well as everyday life. A remarkably effective, yet simple, program has been in vogue in the R. E. Denfield High School of Duluth, Minn., under the principalship of Mr. James F. Taylor. The program was developed by the student body of that school, which has increased during the past eighteen years from 300 to 1,800 pupils. As announced, the working philosophy, a copy of which is given to each entrant, is as follows:

"You are to do or learn to do as you please, remember that:

"You are expected to be a lady or gentleman.

"Your presence indicates that you are seeking information and understanding.

"You will be continually required to face problems and form judgments upon which you must act and take the consequences.

"You will be required to submit sooner or later to rules and regulations which society has approved and set up, or is approving and setting up for its own good.

"We shall do our best to keep your record, and shall faithfully present it as you give us evidence of your true self."—*Scottish Rite News Bulletin*.

"Traffic Safety Begins at Home," is the caption of a new poster published by the National Congress of Parents and Teachers for use in promoting its Traffic Safety Education Project. The poster shows a family group—father, mother, and two children—engaged in studying safety. The father is kneeling on the floor, holding a book labeled, "Traffic Rules," using toy automobiles to illustrate his points. The mother and children look on as he points out the miniature motor vehicles approaching a traffic intersection which he has outlined on the floor.

The poster will be shown this fall at state parent-teacher Congress conventions and district meetings throughout the country. It may be obtained for use in exhibits, by writing to the office of the Traffic Safety Education Project, National Congress of Parents and Teachers, Room 1406, 114 East 32nd Street, New York City.

I am thinking of you today because it is Christmas, and I wish you happiness. And tomorrow, because it will be the day after Christmas, I shall still wish you happiness; and so on clear thru the year. I may not be able to tell you about it every day, because I may be far away; or because both of us may be very busy; or perhaps because I cannot afford to pay the postage on so many letters, or find time to write them. But that makes no difference. The thought and the wish will be here just the same. In my work and in the business of life I mean to try not to be unfair to you or injure you in any way. In my pleasure, if we can be together, I would like to share the fun with you. Whatever joy or success comes to you will make me glad. Without pretense and in plain words, goodwill to you is what I mean, in the Spirit of Christmas.

—Henry Van Dyke.

# How We Do It

C. E. ERICKSON, *Department Editor*

There are many recent tendencies in the field of extra-curricular activities which are disturbing. One of these is the widening breach between the curricular and the extra-curricular. This breach creates several difficulties. In the first place, students, teachers and parents come to think of these activities as being separate, and since the main emphasis in the school has been on the curricular work, extra-curricular activities came to be thought of as an additional incidental. During a depression these activities are usually eliminated first.

But there is a much more serious result from this division between these aspects of school activities. Extra-curricular activities have a real contribution to make to the enrichment of the total program of the school. They began because of their nearness to child interest and child need. A careful analysis of these activities should provide a basis for the selection and development of curricular activities.

Over a period of time a school might very well develop a long-time program which has as its objective the gradual absorption of the extra-curricular activities into the program of curricular activities. Some schools have already started in this direction. They are insisting that English clubs, literature clubs, book clubs, and all such activities sponsored by the English department are a legitimate responsibility of the regular classroom. They insist, therefore, that these activities be brought into the classroom; that poetry festivals, for instance, ought to be sponsored by and ought to grow out of the regular English work. These same schools also insist that history clubs, current events clubs, and all activities of that kind should be absorbed by the social studies department.

In other words, they are making a direct attempt to break down this dichotomy between these two phases of education. After a period of development there will be no extra-curricular activities in these schools. But the important thing is that the philosophy, and the spirit, and the worthwhile essentials of the extra-curricular activities program will have been brought into the regular school subjects, that these subjects will be definitely enriched by this addition.

It is also evident that the extra-curricular ac-

tivities will find new recognition, new support, and more prevalent community acceptance if and when they become an integral part of the total school program. There will be no extra-curricular activities. But if that connotation is to be eliminated from education, it means that the curricular work must become much more life-like, much closer to the real problems of students, and must begin to deal with those things which are significant in changing, directing, and influencing child behavior.

Our motto might well be: Enrich the total program of the school by making the extra-curricular activities an integral part of our school.

## Officers' Training Classes

BERNICE ASHBROOK

*Garfield Heights High School  
Garfield Heights, Ohio*

We learn by doing, and one evidence of intelligent guidance in a school is the permitting of students to assume responsibility in the control of school affairs. In active participation the student finds real satisfaction in the life of the school and its community. The extra-curricular program of the school affords many opportunities for individual self-expression and the development of initiative leadership.

In Garfield Heights High School, Garfield Heights, Ohio, regular student elections are held in May of each year under the direction of the Student Council. At this time all officers for each organization are elected for the following year. Mimeographed ballots are prepared in advance and a committee appointed by the Council conducts the election. (Home room officers are elected in the fall.)

Many students elected to an office for the first time experience real difficulty in completing the assigned tasks. Some have little or no idea of what is expected of them. Others lack experience and feel that to admit this would mean an acknowledgement of inferiority. Many are painfully self-conscious because of these deficiencies. Too often the sponsor expects the new officer to overcome his self-consciousness, if given time, and

therefore gives the student no real help. Often this embarrassment is gradually overcome, but not infrequently a feeling of inferiority develops and increases. In any case, valuable time is lost before any degree of efficiency is attained.

To remedy the situation in so far as possible, a training school for officers of all organizations is held. This training school is under the direction of a Student Council adviser in cooperation with the Student Council and is held during the two weeks immediately following the regular elections. Attendance of all new officers is required.

The schedule for these training classes includes three general meetings attended by all officers, followed by three special group meetings and a final general meeting. At the group meetings, all presidents and vice-presidents meet together, the secretaries form another group, and the treasurers compose the third group. Each meeting is held during a regular forty-minute class period. Officers are excused from regular classes to attend the training classes.

The purpose of the training classes includes the following: To outline (a) the rudiments of parliamentary law, (b) the duties of each of the major offices and their relation to other offices, and (c) the characteristics helpful to the different officers (i. e., of presidents, vice-presidents, secretaries, and treasurers) in the efficient performance of the separate tasks.

The president of the Student Council is chairman of the general meetings. During this time the following topics are discussed: (a) fundamentals of parliamentary law, (b) motions, (c) order of business.

These general meetings are followed by a series of group meetings at which are discussed the duties of the particular office represented, and its relation to other offices in the complex school community. At these meetings time is taken to list the characteristics which a good officer (i. e., president, secretary, or treasurer) needs to develop. The president of the Student Council may speak to the group composed of presidents and vice-presidents emphasizing the value of a knowledge of parliamentary law and the importance of its strict observance at each business meeting. The faculty treasurer may talk to the group of treasurers one period and explain the system for keeping accounts used in our high school. He may also emphasize the importance of keeping accurate, up-to-date records and outline the procedure to be followed by treasurers in depositing funds with the school treasurer.

At each of the above meetings, outlines of the discussions are mimeographed and presented to

each officer for future reference. A chairman is elected from the group of presidents to preside over the final meeting. This is usually a "mock" meeting at which all secretaries are required to take notes, write up the minutes in correct form, and hand them in to the sponsor for criticism and correction.

At the end of the period, a written statement is required from each officer. Criticisms and suggestions for the next semester are invited. These are tabulated and used in further extending the course the next semester when similar classes are held for homeroom officers in October.

### **The Flying Squad**

LESTER J. UTZIG

*Von Steuben High School  
Chicago, Illinois*

The Flying Squad of Von Steuben High School was organized as a result of a desire on the part of the students to develop and maintain a desirable school spirit. Its primary purpose is to create and maintain a spirit of cooperation, loyalty, helpfulness, and good citizenship among the students.

Membership in the Flying Squad, while on a volunteer basis, is limited to twenty-four boys from the upper classes. To be considered for membership a boy must have a scholastic average of "good" or "better." Since students consider it an honor to become a member of the Flying Squad, a waiting list of candidates is always available.

Officers of the Flying Squad, known as captain and lieutenant, are selected by the members. They conduct the activities of the organization under the supervision of the sponsor.

Activities of the Flying Squad are both curricular and extra-curricular. Members supervise at all school social activities, maintain order during fire drills, help orient the freshmen, endeavor to create desirable environments in neighborhood school stores, and issue bulletins on good citizenship to the students. The members constantly strive to better the morale of the students.

This activity has proved very popular at Von Steuben, and the students taking part are envied and admired.

### **A Plan for an Activity Period**

W. H. BURRESS

*Harrison High School  
Harrison Arkansas*

A new plan for activity period is being tried in the Harrison High School. There was need of

a plan which could be arranged far enough ahead so that students and teachers alike could look forward to something definite. It was felt that this would relieve the school of the uncertainty and lack of interest which always arises when work is poorly organized. The club and other organizations would be able under this plan to prepare programs far enough in the future so that efficiency would not have to be sacrificed for the want of time. It was decided to place the activity on a par with academic work in dignity and cultural value. With this in mind, the first step was to change the activity period from the last hour in the day to the sixth period. This alleviated the requests for absences from the activity period. Also, the students would come to regard the period with equal rank in the schedule with required studies and not as a "mere fill in."

The second change was to provide, in a general way, a type of activity for each day of the week with no deviation permitted from week to week except in very urgent cases. On Monday there is the speaker-type program. Ministers, lawyers, and other speakers of the community are used in a rotation plan. This correlates community and school activities, and brings the students together for unified administrative influence and control. It lends to the development of the democratic spirit which is so much needed in schools.

On Tuesday there is supervised class study. Each teacher announces on Monday the class with which he wants to meet on Tuesday. The purpose of this plan is to enable the teachers to keep the work of their classes even in the sectionalized divisions, to finish work left over from previous recitations or unfinished on account of class dismissals for games, P. T. A., etc. Every student is required to be in class at this time, and this extra help lessens the excuses for low grades and failures as far as the school is concerned.

Wednesday is entertainment day. Each class and club is held responsible for a program to be given on Wednesday by the rotation plan. These programs begin with the senior class and continue down through the different organizations in an order announced at least three weeks before the time for the entertainment. The programs are arranged by a committee from each organization, with each number being closely supervised by the sponsor in charge. Each performer receives credit under a point system.

Thursday has been set aside for meetings of the various groups. Any group meeting called by a teacher or the principal must be on Thursday or after school. The student body has become so accustomed to holding meetings at this time that it

takes care of itself. This plan develops group responsibility.

Friday is devoted to home room discussions and to pre-game programs. The pep club, the coach, and students help in an attempt to foster school spirit and arouse an interest in athletics as well as to create a proper attitude on the part of the students towards the school's athletic program.

It is felt that this plan is well balanced and that it gives the students proper recognition without pushing the faculty in the background. It maintains the dominant and fundamental idea in all activity work in high school, that the activity is by the students and for the students. The plan further brings the school and the community into closer relationship, and thereby promotes better understanding. It places student and teacher on that level where young Americans like to receive "directions" without "driving" and fosters and encourages the type of leadership needed in our high schools. Under this plan youth develops leadership by having the opportunity to lead. It stimulates individual as well as group initiative, effort and achievement. Under the plan the students come together frequently enough to develop good fellowship and school spirit and to realize that they are a part of the school and must share the responsibility in making it a success. Since each student functions both as an individual and as a member of a group, he comes to see his responsibility in democratic society and realizes that the school is preparing him for his place in social life.

## A Christmas Project

E. H. HANSON

*Principal, Rock Island High School  
Rock Island, Illinois*

Several years ago a number of Rock Island High School students and their families were feeling the depression very keenly. It was felt by faculty members and students alike that something should be done to relieve their distress.

The faculty members for several months contributed one per cent of their salaries and this money was used to clothe, provide glasses, and, in some cases, food for high school children.

The Senate, the student government organization of the Rock Island High School, decided, with the cooperation of the faculty, to gather together food, toys, and clothing to send to these needy families at Christmas time. The Senate felt that in addition to relieving distress and providing Christmas cheer for these unfortunate people, that



the high school student body in general would gain a satisfying uplifted feeling as a result of a generous act. The anticipation of the Senate in this respect was fully realized. The student body was a much happier student body because of the fact that it had given.

This last year the following amounts were distributed to thirty-nine families:

- 251 articles of clothing.
- 13 pairs of shoes or galoshes.
- 746 cans of food.
- 168 jars of jelly.
- 179 quarts of home-canned fruits or vegetables.
- 1,443 pounds of food.
- 466 packages of food.
- 238 toys and games.
- 100 miscellaneous items.
- 17 chickens.
- 25 dozens of eggs.
- \$64.41 money contributed.

The families ranged in size from thirteen members to four members. The larger families, of course, were assigned to larger classes. The study halls had two or more families. The names of the people aided were carefully hidden. The students would prefer not to know just who was being helped and, of course, those being aided were saved considerable embarrassment in having their identity concealed. In order to give some definiteness to the preparation each room made, the family was described to the room according to number of members, ages, and sex of members. Items brought in not suitable for this particular family were sent to a central exchange maintained in the assistant principal's room.

The assistant principal, Miss Georgia First, is primarily responsible for the success of the activity. One of the duties assigned to her is to investigate all requests for free books. This gives her intimate information concerning the needs of high school students. Miss First also administers the faculty relief fund.

The depression has largely lifted in Rock Island, but we still have many unfortunate people in our midst. Consequently, we intend to continue the project each year.

### Burglary Insurance

A. J. HUGGETT

*Superintendent of Schools, Lake Orion, Michigan*

This little tip is passed on to small town executives. It deals with the care of the receipts of

basketball games, plays, and other internal school finances; also with looking after such Board of Education funds—tuition money, manual training collections, etc.—as may be in the care of the superintendent.

Several years ago three attempts were made to rob our school safe. Each time there was about two hundred dollars in the safe, for we had just held a big dance, play, and athletic contest, respectively. The job was an amateur one. The burglars did not succeed in gaining entrance. An axe was used to break off the combination and the knobs on the hinges, but our safe did not yield, although the school safe of one of our neighboring villages was broken into in just this way.

As a result of this experience, the school funds began to worry me. I feared that I would be held responsible in case anything was stolen, also that suspicions would be directed toward me. I began carrying the money home with me at night.

That was a bad practice. I might have subjected myself or my family to torture by robbers. Then, too, I would certainly have been held responsible if I had lost the money. It was not in its proper place.

Other school men have had the experience of carrying money home late at night. One walks homeward with an eye open for robbers. Scenes peaceful enough in the daytime, with the aid of one's imagination, become peopled with thugs. Every tree appears to hide a potential assailant. When one finally reaches home the shades must be drawn, looks taken behind every door. Sleep comes with difficulty because every innocent rattle of the window and creak of the blind becomes a burglar trying to gain entrance. Suddenly in the middle of the night one awakes from a sound sleep with the feeling that someone is in the room, only to find that the sensation is a figment of the over-worked brain. No, it is not fun to carry money home.

The sad part is that one does not need to go through all this. The money can be left in the safe and still be perfectly secure. The answer? Burglary insurance.

Almost every insurance agency writes policies protecting against theft from safes. The rates are nominal. We pay about sixteen dollars and fifty cents for a policy protecting us up to one thousand dollars against theft from the school safe. This is as large a sum as we ever have there.

The expense is borne by our general school fund, which is built up by taking ten per cent of the profits of all plays, athletic contests, and other

pay features. Thus the insurance costs every organization a small amount, but the expense to each is so small that it is never noticed.

The writer therefore wishes to recommend burglary insurance on the contents of the school safe to all administrators who handle any considerable amount of school funds. Such insurance will enable you to put the money in the safe after the count has been made, turn the handle and combination, and then go home with no worries about being waylaid on the way or assaulted after you get there. Neither can you be blamed if the safe is broken into and the money taken. That is the worry of the insurance company. You will never invest in anything which will give you more satisfaction or which will be a better protector against insomnia—to say nothing about the safety of school funds and the reputation of a school executive for handling business in a business way.

## The National Thespian Rushing Party

BY LOTTA JUNE MILLER

National Assistant Director, Director of Troupe  
250 of The National Thespians

Central Valley High School  
Greenacres, Washington

Since College Rushing Parties had proved successful for many decades, the two-hundred fiftieth Troupe of the National Thespians at Greenacres, Washington, decided to make use of this Collegiate technique to further the good cause of their society. They felt that the Great Northwest should begin to keep pace with the East and South in the number of chapters. The logical step was to look to our closest neighbor, West Valley High School. At that time this school had a local entertainment club, but no organization to honor students having accomplished a definite goal in the field of Dramatic Arts.

Our first move was to invite this group to a Valentine Tea at the spacious home of our president, Mr. Edmund Lewis. The entire house as well as the tea table was decorated in the Valentine motif to add a festive air to the occasion. Several members, including myself, met the guests at the door. An attempt was made to avoid the formal receiving line. Each of the remaining members was assigned to a definite person to make sure that no one would be neglected.

Our program consisted of a piano solo by Winton Pettibone, an accomplished pianist. This was followed by a one-act play. Later in the after-

noon the president of the visiting group was presented with a complimentary copy of the Thespian Magazine, the only periodical in the United States devoted solely to high school dramatics. This gift naturally aroused discussion concerning the splendid merits of the society. It wasn't many weeks until this high school group became known as the 306th Troupe of the National Thespians.

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Be Wise!—

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Sparingly Moralize  
Constantly Sympathize  
Occasionally Tantalize  
Wisely Idealize  
Don't Scandalize  
Never Antagonize  
And if you're Otherwise  
Apologize!

—Mrs. E. M. Brainerd.

It is my firm belief that every child has within him some quality, which, if brought to light, would bless the world. And I can think of no brighter mission than that of seeking to discover these divine attributes and bringing them to fulfillment. It's the greatest job in the world.

—Willis A. Sutton.

Let us all resolve: First, to attain the grace of silence; second, to deem all fault finding that does no good a sin; third, to practice the grace and virtue of praise.—Harriet Beecher Stowe.

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## Have You Read These?

BY THE EDITOR

Even though the election is now over it is not too late to capitalize the many examples of insults to intelligence recently used by all political parties. Such "tricks" as name-calling, bandwagoning, using glittering generalities, flag-waving, "Plain-Folksing," testimonialing, and stacking the cards, are described and illustrated (even a "breakdown" or analysis is made of the opening of the Acceptance Address of each of the two major candidates) in a most timely and appropriate article, "A Teachers Guide Through Campaign Propaganda," by Clyde R. Miller and Violet Edwards in *The Clearing House* for October. Definite "Antidotes" are suggested for dealing with each one of these "tricks." By all means make this article available to your students and then file it away for use when ballyhoo time comes 'round again.

Now to meet Mr. Balderdash, Pansy Posey, Fanny Lash, Tempus Fugit, Martin Foggorn, Matilda Armbruster, Karl Blanc, and other members of the Compositeville school staff, turn to Walter Scott McColley's, "Shades of Socrates" in the same issue. In the caricatures of school folks you may discover counterparts in your own school—yourself included.

And if you are interested in teaching the young idea how to shoot in publishable form, read E. Clayton McCarty's, "38 Pupils in Th's English Course Achieved Publication."

How long would it take you to learn the number 624706845986193261832? Dr. Salo Finkelstein, the world's most rapid memorizer, learned it in 4.43 seconds. And we'll bet that you cannot read it in this length of time. However, an Ohio State University student, after special training by psychologists, learned it in 4.37 seconds. Education implies memorization, perhaps too much, but certainly considerable. An excellent article on "Learning to Remember," by John E. Lodge, will be found in *Popular Science Monthly* for September, 1936. Why not make it available to your students?

War represents butchery, depravity, stupidity, and waste—and it always will. It will not be out-

lawed until individuals are taught to see it as the hideous destroyer it is. Perhaps you have read the "Armistice Day" number of the *Scho'astic*, November 7, 1936. It contains fine factual material that may be used in anti-war education, not only on Armistice Day, but every day.

"If you think this boy is not feeble-minded, suppose you teach him something," challenged a teacher in discussing a boy for whom she had requested an official certificate of feeble-mindedness, and which had been denied. And how Dr. Grace Fernald, Los Angeles psychologist, met that challenge is part of what Terman calls, "the most dramatic thing in education today." One-fourth to one-half of all children fail before they reach the eighth grade solely because they have not learned to read. Between ten and fifteen millions of normal intelligent adults in the United States cannot read, or read uncomprehendingly. A most surprising story of what is now being done in this educational area may be found in Albert Edward Wiggam's, "Touch, and Lo!," *Today*, for October 17, 1936. It should be studied by all teachers, especially by those who believe that there are some children who can never be taught to read or to learn.

What is the salary schedule of football players at your Alma Mater? High? Low? Average? Does it rank, if it is one of the 100 leading universities, as largely amateur or largely professional? Like to know? Then read "Higher Wages for All-Americans," by John R. Tunis, in the October number of *The American Mercury*.

Ever hear of "Athlete's Foot?" Of course. Ever hear of "Athlete's Head?" Perhaps. "Hero poison, concentrated, ruthless . . . victimized, puffed up, and doped with headlines and photographs . . . newspaper line counters." In "Beware of Athlete's Head," Paul Gallico pulls no punches. Here is a most intriguing article that should be read and re-read by every high school and college athlete and would-be athlete, and by everyone else connected with these schools and all parents. In alley parlance, "It's a wow," and a mighty sensible one at that.

# School Clubs

EDGAR G. JOHNSTON, *Department Editor*

## IS YOURS AN INDOOR CLUB?

For some time the Boy Scout organization has made effective use of the slogan "Keep the out in Scouting." There is little question that the vigorous program of the scout movement has been one of its great contributions to American boyhood. School clubs generally might well take a leaf from the scouting book and get their members out from school room walls into the woods and fields and into the life of the community.

One of the special services clubs can perform is to offset the tendency of school life to substitute book knowledge for first hand experience. Friendships formed on the trail are likely to be most lasting and the teacher who has tramped the fields with his pupils and roasted weiners over a camp fire has come to know them in a way that is rarely possible within the four walls of a classroom. There is no club whose program is inherently so academic that it may not appropriately plan field trips and outdoor meetings.

One mistake too frequently made is for the club to retreat indoors when the first cold weather comes and to sew itself up for the winter. Ski trips, toboggan and skating parties, and sleigh rides always provide healthful and enjoyable recreation. Field trips in the winter woods will discover fascinating lore about the habits of wild life and reveal beauties in tree silhouettes and snow-covered landscapes which city dwellers too frequently miss and even country boys and girls fail to notice.

Some of the reports in this issue suggest the possibilities of the winter outdoor program. The wise club leader will plan to include such trips among the activities of his group.

## WHAT THE CLUBS ARE DOING

The club reports this month represent California, New York, and Michigan. The description of a Garden Club is contributed by Mr. Bert Steelhead, principal of the La Crescenta Junior High School. Mr. Owen G. Lyons who reports his experience with a biology club, is now superintendent at Blanchard, Michigan. Mr. P. H. von Lubken is an instructor in the Piedmont High School and sponsor of its "Bush Rats." The report on Future Farmers comes from Mr. Donald

Kline who teaches vocational agriculture in the Howell High School. Mr. H. G. Enterline who contributes the discussion of Rifle Clubs, is director of the Commerce Department in the Kings Park High School and instructor of the Kings Park Junior Rifle Club. As proof that he practices what he preaches, Mr. Enterline reports that his son, aged five, learned to shoot a rifle at the age of two and at the present time holds a Marksman Medal.

### A GARDEN CLUB

*La Crescenta Junior High School,  
La Crescenta, California*

Mrs. Fanny Mayer, homeroom teacher of the B-7 grade expressed a desire to develop a Garden Club as an activity and gave the following reasons to substantiate her intention: (1) The school building lacked desirable landscaping, (2) children had expressed an interest in such a venture, (3) other schools in the community had organized successfully such clubs, (4) an out-of-doors activity was desirable, (5) to develop an interest in flowers and plants, (6) to create and foster on the part of the students an interest in community beautification, (7) to make the community conscious of a need for beautifying the school grounds, and (8) to correlate the activities of the Garden Club with the regular curriculum studies.

The principal of the school readily agreed, and ways of putting the plan into operation were discussed.

Mrs. Mayer, through homeroom discussions with her pupils considered the following points before the club could start operation: (1) selection of site, (2) possibilities of having a lath house, (3) ways and means of financing the project, (4) securing the advice and help of interested individuals in the community, (5) securing the help and co-operation of the shop teacher and his classes, (6) size and style of lath house, (7) securing equipment, (8) divisions of duties, plots, responsibilities, etc., (9) election of officers, and (10) securing water, soil, fertilizer, plants, seeds, etc.

At this stage Mrs. Mayer reported progress to the principal who cooperated in securing permission from the superintendent's office to use a plot of ground upon which to build the lath house.



This was granted, and the selection of the site was then made. The most serious problem was the financing; however, this was simplified, because individuals in the community made donations of lumber and other materials. The house was 14 by 18 feet having several substantial uprights and was covered with lath on the sides and the top. A plan was drawn by the shop teacher; and one of the school crossing guards, who was a landscape gardener, took an interest because his daughter was in the group.

Money was needed for paint, and the student-body council gave the Garden Club funds for paint. Much of the construction and the painting was done by the pupils under the guidance of the teacher during the spring vacation, during the home-room period, and after school hours.

The youngsters were now ready to start cuttings, plant seeds in flats, and pot plants. Water had been piped into the lath house with second-hand pipe found about the school. After the seeds had sprouted and the plants had grown, they were transplanted from flats to pots. Members of the class watched with increasing interest the growth of plants, learned their names and habits, and where they would fit into the larger plan of school beautification. Of course, the pupils brought many plants and seeds from home, which eliminated the cost.

Value of plants and trees to man and animals was vitalized through the activity of construction and experience with plants in the lath house. Social studies classes were definitely influenced, and more interest in literature dealing with flowers, plants, and trees was shown. Joyce Kilmer's poem, "Trees" became more meaningful. In short, the Garden Club activity created interest in school subjects and gave the pupils an insight and vision of the broader meanings of education and its correlation with community activities.

When the little potted plants had grown large enough, they were placed on display and sale at a tea given by the Home Economics Department of the school for the mothers of these girls. This was a connecting link between the school and the home. Next semester the Garden Club will actually provide plants and flowers in large enough quantities to be used in the extended program of school beautification. In time the Garden Club may extend its activities into the community at large.

An understanding teacher with a vision planted a few thought seeds in the minds of her children, who in turn planted flower seeds in fertile soil, which in turn grew and blossomed. In this way the pupils' own lives were enriched, the school was beautified, and the good seeds were scattered

into the homes of the community. This is education for life, and that is the school's real task.

#### A BIOLOGY CLUB

*Chelsea High School, Chelsea, Michigan*

In February of 1934, when I took up my present position, I found the Agriculture Department in a very bad state of affairs. The discipline in the classes was a disgrace to the schools. The boys were throwing erasers at the lights; many of them had been broken; some of the boys had even gone as far as to break up the chairs. In general, the boys were having a jolly good time. I was told that the State Inspector came down to see if he couldn't straighten things out for the department. It seems he was giving the class a talk on Biology. One of the boys interrupted, "What in—do you know about biology?" Upon giving a prognostic test in biology, I found that they knew very little about the subject. I found that it was my job to teach a year's course in biology in about four months.

We organized a Biology Club to create interest in the course. Of some sixty-five members in two classes, all became members. Each class nominated its officers, and then we had a final election. The president and vice-president were elected

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from one class and the secretary and treasurer from the other.

I called the executives together and told them that the success of the organization depended upon them. Evidently they assumed the responsibility, for they started to work at once. They got a canary, gold-fish and plants for the room. Numerous mounted animals were brought in. Within a few weeks a different atmosphere existed. The room was teeming with life. The boy who had been so discourteous became one of my better students.

The Biology Club had numerous meetings that year and concluded its program with a trip to the Kellogg Bird Sanctuary at Augusta. I merely dropped a hint in one of our meetings and it must have "fallen on fertile soil" because within a week the secretary had written to the proprietor and made arrangements for us to come. We started out one Saturday morning with twelve or thirteen cars, carrying some sixty-five students and one load of food. We visited the Sanctuary, took a trip around Gull Lake and arrived home about five-thirty that evening, having covered some one-hundred and sixty miles, and added considerably to our knowledge of bird life. We finished the year with a feeling that the club had helped greatly to make the work in biology productive.

#### THE BUSH RATS

*Piedmont High School, Piedmont, California*

This club is for boys in the last three years of senior high school. Its chief fields are skiing, hiking, and mountaineering. It was transformed from a club on the use of the slide-rule, a club which I inherited when I first came to Piedmont High School. During its four years of existence, it has been filled to its capacity of 35 every semester. Some members enroll for a year and then are allowed to become "alumni," which allows them to make trips with the Bush Rats, but to join another club.

Plans for trips are laid during the meetings. Talks on equipment, first aid, cooking, reports on recent trips, and instruction in skiing and mountaineering more than fill the allotted fifty minutes. Extra meetings are called after school to complete any details on commissary or transportation for the trips. During the ski season, we make several trips to the Sierra Nevadas, nearly 200 miles away. We go in trucks or cars on a share-expense basis; the complete trip for the week-end runs about \$4.00 for Yosemite. Camping trips to hills near Piedmont cost less than a dollar. Our summer high trip to the Sierras costs about \$10.00 for the week.

Of the many important outcomes of such a club, most important is that it instills a lasting and active interest in the out-of-doors in boys who will soon be engrossed in the routine of business or the professions. The trips give fine training in self-reliance and responsibility to others. I enjoy greatly the fine relation between teacher and pupil which our meetings and the numerous trips develop.

When I was married a few months ago, dire predictions were made for the future of the Bush Rats. Mrs. von Lubken has since settled these doubts by becoming an enthusiastic "Rat" herself!

#### FUTURE FARMERS AT WORK

*Howell High School, Howell, Michigan*

The Future Farmers of America Association is a national non-secret organization for farm boys in high school who measure up to above average standards. To become a candidate, a boy must be enrolled in a class in agriculture and must have outlined and discussed with his instructor project plans and a system of general farm improvement for the duration of his high school course. He must have at least a C average in all of his class work and must be voted upon by his fellow students. After completing one year's work in supervised projects, the student may take the first degree work, that of the "Green Hand" degree. The ritual is dignified and brings out the desire of modern farmers to rise above the peasant type of

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agrarian and to model their lives on Washington and Jefferson, their patrons. When the freshman year is completed, the Green Hand may do his second degree work, the "Future Farmer" degree. Increased scope of farm projects and increased savings and investments from projects are among the second degree requirements. This degree is the highest award the local chapter may give a candidate. After three or four years of completed project work and class instruction, outstanding future farmers with a B scholarship average who have participated in high school athletics, forensics or music along with evidences of leadership in their own organization, may become candidates for the "State Future Farmer" degree. A further annual competition makes possible the selection from state candidates of "An American Farmer."

A chapter member learns to participate in debate and discussion at meetings and to hear topics discussed by prominent local farmers and business men from the community. The club may be asked to provide entertainment at local farmers' club meetings, P. T. A. meetings and the local Grange. At Howell, the chapter was chartered in 1929. In the past 6 years the club has had 6 State Farmers. One of the six boys, Kenneth Olson, who is now a candidate for the American Farmer degree, has been the manager of the home farm almost entirely from the time he was twelve years old because of the ill health of his father and the death of this parent three years ago. By November of this year Kenneth will have kept accurate records on crops and livestock raised for at least six years on his 160 acre farm. In high school he was active in forensics and music and baseball and drove 10 miles to school each day.

The local club has an active program of social meetings for the fall months. Girls of the home economics classes served a supper to 100 boys and their fathers at the opening meeting of the year. A toboggan party for the girls is scheduled as a token of appreciation by the boys of the club. At another meeting the general public was invited to see talking motion pictures showing better feeding conditions for farm livestock. One of the meetings planned for the current year presents the latest methods and uses of farm machinery. Another meeting to which the general public is invited is the annual poultry and egg show. Later the club has agreed to present a one-act play for the county dairy men's annual meeting and another play to the farmer's club annual dinner. Basketball and baseball games and wrestling matches provide an athletic program for the club while four members represented their club in a livestock judging contest at Michigan State College. Through the F. F. A. the high

school graduate can enter some phase of agricultural work with a feeling of pride as to his training and accomplishments. He has "learned to do by doing."

#### RIFLE CLUBS

*Kings Park Central School*

*Kings Park, Long Island, New York*

Sponsors of extra-curricular activities who have not tapped the shooting game are overlooking a source of much pleasure, and a valuable leisure-time activity. Rifle clubs in schools are not as common as other school clubs (but at that are more common than is usually supposed) and the thought of organizing one presumably brings to the reader's mind certain questions which are herein being anticipated and, it is hoped, answered.

*Is there a need for instruction in the proper use of firearms?* Obviously. A survey of almost any school situation will reveal a surprisingly high percentage of boys, or girls for that matter, who at some time or other have had guns in their hands. Now any gun in the hands of an illiterate person (illiterate in gun lore) is a dangerous weapon. The same gun in the hands of one having knowledge of its proper use and care becomes an instrument of precision, a thing of pride and beauty and the source of much pleasure and enjoyment.

*Are there any definite values that can be observed?* Definitely so. Leaders will spring forward. Youngsters, whom perhaps one would least suspect of having any qualities of leadership will develop into masters or leaders. Such mastery to the youngster interested in rifle shooting is just as real, just as vital as that of the participant in any of the traditional activities. Rifle shooting affords opportunities for the expression of quali-

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ties not catered to in many of the more common activities. Furthermore, rifle shooting admits no alibis. The shooter either makes a good score or he doesn't, and the individual alone is responsible.

*Is there any carry-over value?* Again the answer is "yes." Rifle shooting is a sport for members of both sexes of all ages—it is a sport followed by men tottering with age and by children not yet in their teens. Junior clubs develop into senior clubs, membership transfers easily upon maturity, and the sport carries over to adulthood where it is a source of much enjoyment and it is not discontinued when the athletic uniforms are sent to the cleaner and the pupil is handed his high school diploma.

*Isn't it too dangerous?* The alternative is true—it is too dangerous *not* to instruct youngsters. Pick up a newspaper—almost any newspaper—reports of accidental shootings are easily found. Take the same newspaper and try to find an account of an accidental shooting occurring on a properly conducted range. Quoting from a recent bulletin issued by the National Rifle Association: "Rifle Shooting Has the Best Safety Record of Any Interscholastic Sport." Every game has its rules. Rifle shooting is no exception. When the game is played according to rule, there simply are no accidents. The reader unfamiliar with the shooting game may question this; but the initiated will understand.

*Is it expensive?* The author operates a junior club on fifty cents per member per year. With a membership of twenty-five and careful budgeting, the club is able to supply members with the following absolutely free: membership in the National Rifle Association, targets, range, qualification certificates, the use of rifles to those members who do not possess their own, letters to team members and three or four annual championship medals.

*How can I create an interest?* The invitation is potentially present; waiting the invitation to be brought to life. Here there is a definite advantage. In many clubs interest needs to be created and all too frequently built around the interest or abilities of the sponsor. A rifle club flows along upon its own initiative. Junior as well as senior rifle shooting is organized on a national scale. Two interscholastic postal matches are conducted annually by the National Rifle Association for junior rifle clubs. School teams are divided into three classes. You will not be outclassed—there are others like yourself—experienced or inexperienced. It is doubtful that any other club can offer such wide contacts.

Every director of activities owes it to the youngsters of his school and in his community not only

to safeguard them against accidental shootings, but also to open up this wellspring of wholesome recreation.

"Many forces strain at the family tie; there are not so many things as there were in simpler times that parents and children can do together. But families that read together have formed one tie that lasts as long as letters can carry the familiar family words—'I've just been reading.' It is worth while for an American home to form such a habit while the children are young."

—May Lamberton Becker.

Joy in one's work is the consummate tool without which the work may be done indeed, but without which the work will always be done slowly, clumsily, and without its finest perfectness.

—Phillips Brooks.

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# Stunts and Program Material

W. MARLIN BUTTS, *Department Editor*

## AMATEUR HOUR

WINNIFRED J. MOTT

An amusing stunt is a clever imitation of Major Bowes' Amateur Hour.

The program is sponsored by the "Shiny Dome Hair Tonic Co." and testimonials concerning the magic powers of their product are given by the station announcer.

Numbers given include: "He Told Her He Loved Her," rendered by three hill-billies; "I'm in the Mood for Love," by a blues singer; a humorous reader gives a monologue—that is, he tries to—but the gong cuts short his effort. The three "Lickem Sisters" licked lollipops continually and warbled "On the Good Ship Lollipop." A pianist rendered "Three o'Clock in the Morning," and an old-fashioned couple sings "When You and I Were Young, Maggie." The girl wears a pink, balloon-sleeved gown which belonged to her grandmother, and the boy an old suit with frock coat, from the tails of which a huge white handkerchief peeps coyly out.

"Major Bowes" presided, introducing and conversing humorously with the competitors, and the judges, three in number, give the first prize to the "Lickem Sisters." (Of course the applause of the audience helped them in their decision.)

## BLUE PRINT PICTURES

GRACE B. AGATE

A most delightful as well as profitable activity in which a class can engage is the making of blue prints. The process is highly instructive, and the resulting picture is indeed ornamental.

Procure the required amount of sensitized paper, which must be cut and kept in a darkened room. Bring to class a clean piece of window glass of convenient size, also whatever object is to be printed. Wild flowers, ferns, grasses and leaves of all sizes and shapes make beautiful pictures. Arrange the objects artistically on the glass, taking care that "bunchiness" does not occur to destroy the effectiveness of the print. Then distribute the pieces of sensitized paper. Place the paper over the object on the glass and turn the glass upward in the sun. When the paper becomes a rich blue, remove it quickly and plunge in a bath of bich-

romate of potash, a tablespoon to a gallon of water. Then wash twice in clear water. Blot dry with an old cloth and lay on a smooth surface to dry. The result is a beautiful blue background with white traceries of the objects printed. These pictures can be framed or mounted and used with excellent effect in the home or classroom. When prettily framed they make acceptable gifts.

## A SHORT CHRISTMAS PAGEANT

ANNE MURRY MOVIUS

### CHARACTERS

Reader	Gifts
Christmas Night	Spirit of the Tree
The Star	Candles
Incense	Christmas Spirit

### ARRANGEMENTS

In order of entering room or stage:

Reader concealed back of curtain or screen.

Matt. 2—1st to 11, inclusive.

All characters to be dressed in white except Night who wears black with gold or silver stars. Crown.

The Star—wears a gold crown and small stars pinned to drape or dress.

Incense—holds decorated box in hand—no color.

Gifts—opulent in appearance—vivid and dark—many jewels decorating person.

Spirit of Tree—the only decoration are green boughs of the cedar or pine.

Candles—holds one in either hand—all white and candles lighted.

Christmas Spirit—white drapes; gold crown, wand and wings.

Characters to be selected according to type—fair girls with light hair if possible except in the case of Gifts.

As they take position one after the other in line—a moment of silence—then reader begins her verses, followed by the responses.

They form a curved line as they stand, semi-circle—Night first and the Christmas Spirit last—none too close together.

The room or stage darkened—then a spot light thrown on the group; different colored light as needed.

Incense burned is effective.

Christmas Spirit leads the way out—others follow in order, if in a room.

Very little practice is required; if on stage—group stand, and curtain.

Christmas music softly played throughout the scene.

Slow and easy speaking—with sincerity of feeling.

\* \* \*

#### READER (*concealed*)

Bible verses—Matt. 2—I to II, slowly.

At closing words, Night appears—stands in view while reader continues:

O Wondrous Night how still—how sweet,  
The path is now for seeking feet;  
The time is drawing very near  
And shadows drop their curtains here.

#### NIGHT

In dim shadows long and deep,  
I my vigil ever keep,  
Hearken to the heavenly strain,  
Angel voices sing again.

#### READER

Star of the East shine forth with light,  
Wise Men and Shepherds guide aright.

The star comes forward at the beginning of verse and takes position beside the Night—slight pause.

#### STAR

Where the little Christ Child sleeps  
Brighter grow my beams,  
Follow then—with reverence kneel,  
Here are Holy dreams.

#### READER

Come with hope and faith divine,  
Bringing incense for his shrine.  
Incense appears and takes position.

#### INCENSE

Bitter Myrrh and sweet perfume,  
Prophecy of crown and cross,  
Of sacrifice and greater love,  
Of pain and bitter loss.

#### READER

Bring rare gifts and lay them down,  
Gems from mountain hold  
Offerings for the King,  
Silver and pure gold.  
Gifts appear and take position.

#### GIFTS

Every gem and jewel rare  
Gold and silver mine,  
Here I lay my offerings  
Too poor for One Divine.

#### READER

Symbol of hope and love unseen,  
Come forth, O Spirit—Evergreen.

#### EVERGREEN—SPIRIT OF THE TREE

Enters and takes position with others.

Evergreen brings new hope,  
A promise still unbroken,  
Of a future filled with joy,  
My branches are the token.

#### READER

For purity white candles shine  
Along a darksome way,  
That led to Gethsemane,  
A long ago day.

#### CANDLES

Shadows dim my constant flame,  
But down along the years,  
My steady light leads on and on,  
Through sorrow and through tears.

#### READER

O Christmas Spirit, come abide,  
Spread white wings above,  
For only where thy presence waits  
Is there redeeming love.

#### CHRISTMAS SPIRIT

When every heart gives o'er to love,  
The Christmas Spirit brings  
'Tis then enduring faith and hope  
Unfolds their sheltering wings.

### REVIEW OF ENTERTAINMENT MATERIAL

Through the courtesy of a number of publishers, it is possible for this department to bring its readers brief reviews of a wide variety of entertainment material. For convenience in reference the publications are classified and alphabetically arranged by titles. Where a book contains several

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forms of entertainment it is classified in the section to which it gives the greatest amount of space.

#### STUNTS AND GAMES

**BAKERS STUNT AND GAME BOOK**, by Theodore Johnson. Published by Baker.

A source book of program material that is easily and quickly produced for every type of program.

**COMPLETE SOCIAL BOOK**, by Ann Gladys Lloyd. Published by March.

Recitations, skits, and party stunts are included in this collection.

**CRAZY STUNTS**, by Harlan Tarbell. Published by Dennison. Art board binding.

This is a well named collection containing twenty-six "hokum" acts that are sure to get laughs. Every stunt is explained in detail and in addition there are 40 illustrations to further simplify production.

**DARN'EM DAILY CIRCUS**, by Stella Rix. Published by March.

Brjef directions for making-up freaks and bally-hoo for their introduction.

**FUN FROLICS**, edited by Ivan B. Boyd. Published by Ivan Bloom Hardin.

Many kinds of entertainment for many kinds of occasions—drills, party games, stunts, burlesques, and pantomimes.

**HALLOWE'EN PRANKS AND PARTIES**, by Gladys Lloyd. Published by Eldridge.

Material for a number of good Hallowe'en programs. Much of the material may be used at any season of the year.

**EASY ACTS FOR HIGH SCHOOL ASSEMBLIES**. Published by Eldridge.

A number of authors have contributed to this unusual collection of plays, stunts, burlesques, pantomimes, blackouts, and readings.

**EASY ACTS FOR JUNIOR HIGH SCHOOL ASSEMBLIES**. Published by Eldridge.

A manual providing everything from blackouts to historical plays for assembly programs.

**EASY INITIATIONS**, by Louis J. Haber. Published by Northwestern.

Initiation stunts that are fun, not punishment. Also a number of ceremonies for serious initiations.

**HAIL! STUNT NIGHT**, by Bertha Williams. Published by Eldridge.

A collection of fifty stunts written for camp but usable at other places.

**HIGH SCHOOL BANQUETS**, by Marietta Abell and Agnes J. Anderson. Published by Northwestern.

Opens with complete information for the organization of banquets and then gives detail programs for Athletic, Father and Son, Mother and Daughter, and Junior Senior Banquets.

**HIGH SCHOOL STUNT SHOW AND CARNIVAL**, by Willard B. Canopy. Published by Denison. Art board binding.

A complete and practical book for the carnival and circus with information on organization, advertising, the parade, booths and side-shows. The equipment required is inexpensive and the directions are simple. Forty illustrations add to the interest of the book.

**JOLLY GAMES AND FUN MAKERS**, compiled by R. G. Bressler. Published by Eldridge.

A book with an almost limitless supply of games fully classified by age groupings and type of activity.

**MORE STUNTS**, by Ann Gladys Lloyd. Published by March.

Stunts that break the ice; stunts that test agility; stunts that test ability; and, stunt songs make up this collection.

## After-Dinner Gleanings

A new book by JOHN J. ETHELL. It contains a wealth of clever anecdotes and stories that are really funny. Among its several hundred short talks of a serious nature will be found those suitable for almost any occasion upon which men and women are called to speak. More than that, it has a unique plan or organization by which appropriate stories or quotations may be brought into a talk or toast. In fact, it provides a clever speech—ready-made, yet original—for any person, any time, any place. The price is \$1.25 postpaid.

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**SCHOOL ACTIVITIES**  
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**OPERATION POSTPONED**, by W. M. Butts.  
A negro dialect comedy skit.

**PEP MEETING STUNTS**, by Marietta Abell and Agnes J. Anderson. Published by Northwestern.

Following an introduction discussing the organization of Pep Meetings the author gives a variety of stunts and suggestions for use in Pep Programs.

**SIX REHEARSAL-LESS ENTERTAINMENTS**, by Alice Williams Chaplin. Published by Baker.

This collection was evidently written that teachers who had to produce something in a hurry might keep their sanity and still put on a good show.

**SKITS AND STUNTS**, by W. M. Butts. Published by Butts.

Skits, blackouts, pantomimes, circus stunts, and stunt games.

**SNAPPY STUNTS**, compiled by Margaret Bridge. Published by Eldridge.

In the introduction Miss Bridge gives the purpose of the book as, "a collection of ingredients" out of which a good "mixer" may make several tasty programs. It can be recommended to good mixers.

**SNAPS**, edited by Josephine Bacon. Published by Ivan Bloom Hardin.

Seven plays; two pantomimes; three monologues; and a half dozen stunts make up this collection.

**STUNTS AND TUMBLING**, by Bonnie and Donnie Cotteral. Published by Barnes. Cloth.

A book that should appeal to all who have an interest either in the physical development of students or in entertainment that is unusual. A section is given to a fascinating history of tumbling and the rest to directions for developing tumbling with groups. Groups with or without equipment and skilled physical directors will find this book useful.

**STUNTS FOR EVERYBODY**, by Ann Gladys Lloyd. Published by March.

A varied collection of stunt games for party use and monologues and stunt songs for entertainment.

#### PANTOMIMES

**AND THE LAMP WENT OUT**, by Jessie Palmer Pierce. Published by March.

For more than twenty years this clever skit has been a leader among pantomimes. Comical situations presented with clever play on words.

**PRACTICAL PANTOMIMES**, by Louis J. Huber. Published by Northwestern.

Eighteen laugh-provoking easy-to-do pantomimes.

**WEDDING OF RUDY AND NANETTE**, by Ann Gladys Lloyd. Published by March.

A proposal and wedding done in pantomime to a reading done in puns.

#### PLAYS

**AMERICAN HISTORY IN MASQUE AND WIG**, by Olive M. Price. Preface by Keppel Thomas. Published by Baker. Cloth.

A valuable collection of plays true to historical fact and written with dramatic artistry. Scenes on the Mayflower; the Salem Witch House; the Towne Hall and other historic settings are vividly and entertainingly presented.

**BAKERS ANTHOLOGY OF ONE-ACT PLAYS**, edited by Le Roy Phillips and Theodore Johnson. Published by Baker.

## SILVER BELLS and COCKLE SHELLS and SEVEN OTHER PLAYS

- A collection of eight delightful plays and pageants for children, a number of them based on well-known stories. A brief bibliography of children's plays is included.

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## PLAY PRODUCTION MADE EASY

*By MABEL FOOTE HOBBS*

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"Tea" by W. G. B. Carson; Little Red Shoes by Harold Brighthouse; Tie Game by L. F. Than-houser; On the Park Bench by Essex Dane; Jon by D. O. Savage; Rory Aforesaid by John Brandane; The Bitter End by R. B. Taylor; Evarannie by H. A. Vachell; Not Quite Such a Goose by E. Gale; Insomnia by H. F. Rubinstein; and "Thirst" by J. J. Bell.

**EASY ACTS FOR GRADE ASSEMBLIES.**  
Published by Eldridge.

A collection of plays with a purpose written by various authors.

**TESTED PLAYS FOR HIGH SCHOOLS,** by Leonora Johnston. Published by Baker. Art Board Binding.

Five plays written and produced by the drama classes of the Louisville Girls High School. They are well worth presenting and should be an inspiration to any school dramatic group.

One Gift Above Another, a Christmas story, 5m. 10f.; Do You Believe in Luck?, a rich one-act comedy, 5m. 7f.; His Best Seller, ten minute farce for two girls and a boy; Whose Money?, in which the "dead" uncle arrives, 3 m. 4f.; Polly's Hero, two parents, a burglar and any number of guests in a series of misunderstandings.

#### SKITS

**MORE STUNT PLAYS,** by Tom Sullivan. Published by French.

Eleven short plays that have an appeal because they give a humorous twist to every-day situations.

**ONE MINUTE PLAYS,** by Fred L. Pauly. Published by March.

A useful collection to have on hand when a rehearsal-less filler is needed.

**QUICK TRICKS,** by James Reach. Published by French.

Sixteen playlets especially prepared for the school stage. These plays need little space or equipment for presentation.

**SIXTEEN SHORT SKITS,** by Paul S. McCoy. Published by Northwestern.

Sixteen clever skits, each playing about ten minutes.

**STUNT PLAYS,** by Owen Kelley. Published by French.

Some with comedy; some with pathos; all with human appeal.

**THREE-MINUTE BLACKOUTS,** by Richard Drummond. Published by Northwestern.

A collection of twenty-five short blackouts that are easily produced and are just the thing for giving a flash of humor to a program.

**THREE MINUTES OF FUN,** by Louis J. Huber. Published by Northwestern.

A variety of blackouts for a variety of casts—some all male, some all female, and some for mixed casts.

**TWO MINUTE PLAYS,** by Fred L. Pauly. Published by March.

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She looks at you with smiling eye;  
She does not boast nor criticize.  
She fills a very modest place;  
She moves and speaks with gentle grace.  
She is not difficult to please;  
She can be silent as the trees.  
She shuns all ostentatious show;  
She knows precisely when to go.

—Grenville Kleiser.

Do not think it wasted time to submit yourself to any influence which may bring upon you any noble feeling.—Ruskin.

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# Parties for the Season

MARY HELEN GREEN, *Department Editor*

## Holiday Hilarity



INVITATIONS

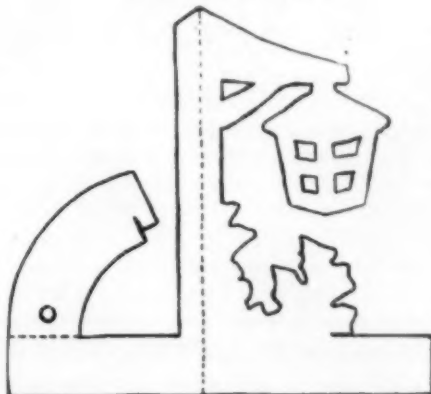
Collect on the work table the following articles for making the invitations for the Christmas party:

- Green construction paper
- White poster paint
- A narrow brush (an old toothbrush)
- A paring knife
- A Christmas tree cardboard pattern

Cut the construction paper the size desired for the invitation, place the tree pattern in a central location on this paper, cover the exposed colored construction paper with small flakes of snow made by stipling. Stipling is accomplished by drawing a knife slowly over the brush to which has been added a small amount of the poster paint. The knife should be drawn toward the person using it. Remove the pattern, add the necessary finishing touches, and print the invitation on the back of the design of a Christmas tree.

In carrying out a color scheme for a party, a very simple arrangement of an invitation may be effective by printing the wording of it in the design of a Christmas tree:

A  
XMAS  
PARTY  
ENTERTAINMENT  
December 16, 7:00 P. M.  
at  
the  
HIGH SCHOOL



The illustrations pictured make attractive place cards. The tree is made in duplicate from blue construction paper. One is cut along the dotted line as sketched, the other is cut from the center to the top of the tree. By joining these together the tree stands alone. Paste silver snow and colored dots of paper on the tree for decoration.

The lamp is made from red construction paper and behind it may be placed a birthday cake candle, which fits into the small circle. Fold paper on the dotted lines and cut the two slits which, when fastened together, will complete the place cards.

## DECORATIONS

There is nothing so lovely at Christmas time as a big Christmas tree artistically decorated with colored electric bulbs, reflectors, tinsel, glistening balls, stars and other seasonal symbols. A beautiful party may be worked out in blue and silver by using blue lights and silver stars on the tree, blue and silver invitations, table decorations and wrappings for prizes.

Here's just a word or two about decorating the table. If orange oranges or hedge apples are raised in the part of the country where the party is

given the hostess will find that they make suitable holders for tapers. Make secure the base by cutting off a slice, cut a hole for the candle, silver the orange with aluminum paint and add the candle. Cover the base with an ample piece of colored cellophane frill tied at the base of the candle with silver ribbon. Green paper with white candles make an effective table. The invitation ideas mentioned above may be used for place cards or program booklets.

As a reminder, spirea branches dipped in cooked starch, then sprinkled with glistening artificial snow, are lovely combined with red poinsettias. Silvered pine cones combined with pine needles are attractive.

For place cards, try flat red gum drops with green cones tipped with silver anchored to them. A red candle tops the cone. Small artificial trees in small flower pots may serve as favors and placecards.

#### CHRISTMAS FRUIT CAKE—A MIXER

Advertisements representing the name or amount of the ingredients of a fruit cake should be pinned on the backs of the players, one on each person. The amount of each ingredient to be used may be designated by a picture of a cup, spoon or other measure with the portion of each marked on it. If advertisements or pictures are not found write on a piece of paper what is to be included.

The recipe given below will furnish a game for forty people but more may be accommodated by duplication.

1 cup brown sugar	$\frac{3}{4}$ teaspoon salt
1 cup butter	1 tablespoon milk
6 eggs	1 pound raisins
$\frac{1}{4}$ cup lemon juice	1 pound currants
$\frac{1}{4}$ cup grape juice	1 pound figs
$\frac{1}{4}$ cup orange juice	$\frac{1}{2}$ pound sliced citron
$\frac{1}{4}$ cup pickled peach juice	$\frac{1}{4}$ pound candied lemon rind
2 cups bread flour	$\frac{1}{4}$ pound candied orange rind
4 teaspoons baking powder	1 package dates
$1\frac{1}{2}$ teaspoons cinnamon	$\frac{1}{4}$ pound almonds
$\frac{1}{4}$ teaspoon mace	$\frac{1}{2}$ cup candied cherries
$\frac{1}{2}$ teaspoon allspice	$\frac{1}{2}$ teaspoon soda
$\frac{1}{4}$ teaspoon cloves	

At a given signal the players who have been supplied with pencil and paper on which have been listed numbers—one through forty—are told to obtain the recipe for the Christmas fruit cake. If each player will try to keep other players from seeing what is on his back, he will have a better chance to win and the game will be more successful as a mixer.

The winner is entitled to a small fruit cake with

a typed recipe of the correct proportions rightly placed.

For convenience the measurements and quantities used are summarized:

$\frac{1}{4}$ cup	$\frac{1}{4}$ teaspoon	1 tablespoon
$\frac{1}{2}$ cup	$\frac{1}{2}$ teaspoon	$\frac{1}{4}$ pound
1 cup	$\frac{3}{4}$ teaspoon	$\frac{1}{2}$ pound
2 cups	$1\frac{1}{2}$ teaspoons	1 pound
6 cups	4 teaspoons	1 package

#### BELLS

Each player is given a cardboard Christmas bell on which are listed several questions answered by words containing the sound "bell." If the winner is a girl she has the honor of being the belle of the party; if a boy, he should be given a bell.

1. A loud hollow cry.
2. A poisonous herb.
3. A city.
4. A tower.
5. A country.
6. An American author.
7. A reigning beauty.
8. To resist authority.
9. Significant in history.
10. An instrument for directing a current of air.
11. A girl's name.
12. Warlike.

## OCCUPATIONAL INDEX

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**National Occupational Conference**  
551 Fifth Avenue  
New York



### Answers

- |                 |                         |
|-----------------|-------------------------|
| 1. Bellow.      | 8. Rebel.               |
| 2. Bella donna. | 9. Liberty bell.        |
| 3. Belfast.     | 10. Bellows.            |
| 4. Belfry.      | 11. Annabel, Florabell, |
| 5. Belgium.     | Lulubelle, etc.         |
| 6. Bellamy      | 12. Belligerent.        |
| 7. Belle.       |                         |

### CHRISTMAS STOCKINGS

Santa wishes to give each guest some stockings for Christmas. He is in doubt about the kinds preferred and since he is a Santa who desires to please, he is asking for help. By rearranging the following jumbled letters into words he will then know what features to observe when purchasing the player's hosiery.

Print these letters on stockings cut from Christmas wrapping paper lined with plain paper. Vary the shape, size and color. Fasten them on a fireplace or on the Christmas tree as a decoration. If they are not needed for a decoration, pass them to the players in a hosiery box.

1. Italecs—elastic.
2. Girlssen—ringless.
3. Ragssome heres—gossamer sheer.
4. Sang stirgines—snag res't'ng.
5. Agirinn—ingrain.

6. Tiffy rouf aggue—fifty four gauge.
7. Lufl dishfonea—full fashioned.
8. Yazels—sleazy.
9. Ricvese twighe—service weight.
10. Urn froop—run proof.
11. Garrulire—irregular.
12. Corderfine—reinforced.
13. Derpits—striped.
14. Cockeld—clocked.
15. Aeeeibclrsv—serviceable.

The prize for the person who first guesses all words correctly should be a red Christmas stocking filled with eats and toys. In presenting the prize careful mention should be made of the elasticity, the serviceability, the gossamer sheer quality and the full-fashioned construction (full of gifts) of the hosiery.

### CHRISTMAS TREE

On the Christmas tree hang unwrapped articles which will be the answers to the game of Christmas suggestions. Some of these articles may be the tree decorations. Give each player the same opportunity to see the tree and its decorations.

These articles may be favors for the party, by having the number on each correspond to the number on the paper given out for this game. If these articles are not used as favors, surround the

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Governor Landon  
Representative Lemke  
Norman Thomas  
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**THE SOCIAL FRONTIER  
44 West 90th Street  
New York, New York**

base of the tree with inexpensive gifts, gaily wrapped in Christmas papers, these gifts to be distributed by Santa Claus himself just before refreshments are served. Toys and noise makers will be the most acceptable gifts.

The Christmas suggestions are:

1. This is a sound idea.
2. Departed days.
3. Cow's quartet.
4. A morning caller.
5. A liquor.
6. The greatest bet ever made.
7. Press agent.
8. This is an aid to walking.
9. Base ball minded.
10. Sky light.
11. Spoony couple.
12. Great subject of reflection.
13. An absorbing subject.
14. We part to meet again.
15. Out for the night.
16. This is often the root of things.

#### Answers

1. Horn.
2. Calendar (this year's.)
3. Balls (tree decoration.)
4. Clock.
5. Ruler.
6. Alphabet (use ABC.)
7. Iron.
8. Candy cane.
9. Socks or pitcher.
10. Star.
11. Pair of spoons.
12. Mirror.
13. Blotter.
14. Scissors.
15. Candle.
16. Bulb (on Christmas tree.)

Three prizes should be given for this game. Following the manner of the choosing of the caskets in Shakespeare's "Merchant of Venice" wrap one in gold, one in silver and one in lead. Let these be accompanied by original verse with apologies to the author. Give the winner of the game first choice, the second one next and the last must take what is left.

#### REFRESHMENTS

For refreshments serve popcorn balls (snow balls) and a drink. Green and red ice frozen in small paper cups or Christmas ice cream molds with cookies in the seasonal shapes, or fruit cake are suggestions for more elaborate eats.

## New Year's Eve

*"Ring out the old, ring in the new,  
Ring, happy bells across the snow;  
The year is going, let him go  
Ring out the false, ring in the true."*

—TENNYSON.

It is customary to honor a guest with a party. On this New Year's Eve the guest of honor is Janus, god of openings, doorways and beginnings, a god who looks both backward and forward.

#### INVITATIONS

On the invitation a sketch of an open doorway with 1936 on one side and 1937 on the other, or a closed door with a question mark on it may suggest the nature of the party.

#### A. B. C.

Since this is a party of beginnings A.B.C. is suitable for the first game of the evening. Cut six small wooden dice for each quartet table. On each print the letters A B C D E F, one on each side. In turn each player throws the dice trying to throw all six letters at one time. Appoint a score keeper at each table. Scores are counted as follows:

- 5 points if an A is thrown,
- 10 points if A B are thrown,
- 15 points if A B C are thrown,

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**MABEL BALENSIEFER,**  
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1235 Holman Road, Oakland, California

20 points if A B C D are thrown,  
 25 points if A B C D E are thrown,  
 50 points if A B C D E F are thrown.  
 250 points end the game.

#### TURNING OVER A NEW LEAF

On the back of a paper leaf place the letters J A N U S in a vertical position. Distribute these to the guests who are to use their ingenuity in writing a resolution of five words, each of which begins with one of the above letters used in order. Janus is indeed facing forward at this time.

#### RINGING IN THE NEW YEAR

Divide the guests into groups of ten. Select a captain in each. Let each group represent a kind of clock, a cardboard face of each being pinned on a wall space centrally located.

Give to each captain a paper bell on which are listed twelve articles which are hidden about the room. Such objects as a colored rubber band on the lid of a candy dish, or an ear-ring on a lamp pull may be used. These articles are to be visible to the guests but should be so inconspicuously hidden that they seem to become a part of the furnishings.

Each group has a call for their captain who is to come quickly when needed. The hiding place

must secretly be told to the captain and must not be disclosed to the other groups. After each report the captain must write the location of the find on his bell, move the clock hand up one hour and await his next call.

The names of the clocks and the calls may be selected by the individual group if desired. These should be reported to the leaders who will label each clock. Duplications, if there are any, will be discovered in this way. Suggestions for names of clocks are Big Ben, Little Ben, Westclox, and Grandfather. The calls may be tick, tock, striking of the clock, that is counting one to twelve, humming the chimes and ding, dong.

The captain who first fulfills his duty in turning up the clock to twelve is privileged to announce to the gathered assembly that his group is the winner and he does so by loudly ringing a bell given him as soon as the clock reaches midnight.

#### LINES FOR THE NEW YEAR - 1937

Original verse on 1937 fashion lines given by a clever member of the group will be a restful and amusing entertainment. Use the names of individuals at the party as though they had been seen wearing the fashions. Perhaps manikins will display the proposed styles. Such terms as bell-shaped sleeves, the hour-glass silhouette, and the

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"belle of the ball" ringing in prints may be included.

Another fashion show idea is to divide the guests into groups of five. Give to each group pins, scissors, needles, thread, thimble and paper. Newspaper, wrapping paper, or crepe paper may be used. Let each group select a model, a designer and three assistants. In a given time a garment is to be cut and fitted. The lines for the New Year may be amazing.

#### A TRICK DEDICATED TO JANUS

Announce to the crowd that it is possible for two people to stand on an unfolded newspaper in such a way that it is impossible to touch each other. This is accomplished by placing the paper over a threshold and closing the door. Any one who guesses this trick is eligible to the Janus Club.

#### THE HOUR GLASS

Janus gives just three minutes, the time it takes the sand to run through an egg timer, to decipher his backward puzzle. Each puzzle is given a cardboard hour glass on which is written backward the directions for securing one's partner for supper.

On numbered slips write, for example, .Eerht

rebmun si stnemhserfer rof rentrap ruoy !Reppus  
ot emoc

#### REFRESHMENTS

Refreshments of home-made chili, crackers, celery, and pickles will please any school crowd. Favors, of course, should be noise makers.

For convenience here is a tasty chili recipe:

- 1 pound ground beef
- ½ pound chili beans
- 1 can tomatoes (No. 2)
- Season to taste with garlic clove
- 1 tablespoon butter
- 4 chili peppers
- 1 tablespoon salt
- 1 tablespoon sugar

Fry the ground beef in the butter, adding a small portion at a time. Add the garlic, tomatoes, chili peppers from which the seeds have been removed, beans which have been soaked, salt and sugar.

Cook three hours over a slow fire.

If a hot chili is desired, add one teaspoon of the chili pepper seeds.

The man of today, and more so of tomorrow, must excel in sustained attention, correct perception and prompt reaction. Without these his place is either in the graveyard or in an institution.

—The Nation's Schools.

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## School Activities Book Shelf

A GUIDE TO SYMPHONIC MUSIC, by W. Otto Miessner, published by Silver Burdett Company, 1936. 90 pages.

This book opens up new fields in the possibility of teaching music history, appreciation, and understanding of our great symphonies. Each master's work is analyzed and simplified for the student.

It is accompanied by the Miessner Theme Finder, a cardboard strip which is placed on the record permitting the needle to slide along at a minute-second scale corresponding with the text which shows when each theme begins and ends. The text supplies you with the name of each movement and the number of each record that will be necessary for carrying out full instructions.

A Guide to Symphonic Music unfolds the artistry of the great composer represented and builds fundamental understanding as a basis for sound musicianship.

THE SCHOOLMASTER CHATS, by Fred McMurray. Published by the Extra-Curricular Publishing Company, 1936. 165 pages.

The object of this book is to place in story form important points for parents and patrons of the school. The book is made up of stories, each intended to teach patrons a lesson in the interest of the public relations of the school. The stories are interesting and will lend themselves well to group discussion. The lessons taught are lessons in philosophy of education, classroom methods, school management, discipline, school finance, and other subjects that suggest a course for school people. However, these lessons are taught with patrons, rather than teachers, in mind. Many schools would profit immensely by bringing the contents of this book to those people who make up the public.

ELEMENTARY PHOTOGRAPHY, by C. B. Neblette, Frederick W. Brehm, and Everett L. Priest. Published by The Macmillan Company, 1936. 253 pages.

This book is designed primarily for schools and clubs. It is not purely a textbook, but rather a handbook intended to develop interest in photography and to guide students through the type

of development that photography offers. In a sense it may be regarded as a science manual, for indeed it teaches in a real and vital manner a number of the important parts of physics and chemistry. Camera clubs will find this the type of help needed to give the ideas and to answer the questions that are a part of amateur photography.

THE OUT-OF-DOOR BOOK, with illustrations, by Mark Robinson. Published by Houghton Mifflin Co., The Riverside Press, 1935. 516 pages.

Every boy and girl will be delighted with these adventurous stories of birds and beasts, sports and travel, all by famous writers. Some of these authors are Charles Nordhoff, Andy Adams, Victor Hugo, Thomas Bailey Aldrich, Francis Parkman, John Ruskin, and Richard Henry Dana.

Into this one book has been placed about fifty of children's favorite out-door stories. There are tales of midshipmen's pranks, of life on the moon, of midnight on a lonely mountain, and of forests. This truly is a rare collection, attractively illustrated for children who love out-of-door life.

MUSIC OF MANY LANDS AND PEOPLES, by Osborne McConathy, John W. Beattie, and Russell V. Morgan. Published by Silver, Burdett and Company, 1936.

The title suggests the character and scope of the songs in this book. It is composed of folk songs and art songs of many nations, but most of the music is new to school use. The material is organized according to the unit plan and ranges from simple to advanced. The music is fascinating and will appeal to people of all ages everywhere. One feature for which this book is outstanding is its plan of correlation with the social program, language study and other interests both social and musical. The book itself is an example of the printer's art. It is beautiful as are the selections it contains.

"Many books deserve careful preservation because of the priceless heritage they represent. But books need more than preservation; they need use."—*Antioch Notes*.

## Comedy Cues

Mulhall—I got my whiskers on the installment plan.

Ziegler—On the installment plan?

Mulhall—Yes, a little down each week

—Pathfinder.



### SHORT STORY

A girl told her lover to go away and not come back until he had a thousand dollars; then she would marry him. He came back a week later with thirty dollars. She blushed and said: "Well, I guess that's near enough."



Tourist—What are your room rates here?

Hotel Clerk—First floor, \$10; second floor, \$8; third floor, \$6.

Tourist—Sorry, your hotel isn't big enough.



Freshman: Say, what's the idea of your wearing my raincoat?

Roommate: Well, you wouldn't want your new suit to get wet, would you?—Kablegram.



### WHO IS?

"And what is the child's name?" asked the minister.

"Shirley," replied the mother.

"Shirley?"

"Yes, sir. After the famous Shirley Temple."

"Yes, yes, of course," said the minister. "Let me see, who is the preacher there now?"

—Journal of Education.



### SOMETIMES WE WONDER

Editor: "Have you ever read proof?"

Frosh: "No, who wrote it?"—Sun Dial.



A kind old gentleman, seeing a small boy carrying a lot of newspapers, said, "Don't all those papers make you tired, my boy?"

"Naw, I don't read them," replied the boy.



### MODERN HISTORY

First Indian—Let's go on the warpath.

Second—We can't. It's being paved.

—Michigan Education Journal.

## The American PENMAN

"America's Handwriting  
Magazine"

Established by Austin Norman Palmer  
in 1884



Offers the teacher—

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